

The School and Community

Columbia, Missouri

VOL. XIII

JANUARY, 1927.

NO. 1

A MORNING WISH

THE sun is just rising on the morning of another day, the first day of the New Year. What can I wish that this day, this year, may bring to me? Nothing that shall make the world or others poorer, nothing at the expense of other men; but just those few things which in their coming do not stop with me, but touch me rather, as they pass and gather strength.

*A few friends who understand me,
and yet remain my friends.*

*A work to do which has real value,
without which the world would feel
the poorer.*

*A return for such work small
enough not to tax unduly anyone
who pays.*

*A mind unafraid to travel, even
though the trail be not blazed.*

An understanding heart.

*A sight of the eternal hills, and the
unresting sea, and of something
beautiful the hand of man has
made.*

*A sense of humor and the power to
laugh.*

A little leisure with nothing to do.

*A few moments of quiet, silent
meditation.*

The sense of the presence of God.

*And the patience to wait for the
dom to know them when they come.
coming of these things, with the wis-*



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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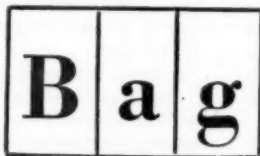
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EDITORIAL

"THE MORNING WISH" on the cover page was read at the memorial service held in honor of Miss Mary J. Brady, Primary Supervisor, in St. Louis for 29 years. Not long ago Miss Brady read the "Wish" to Miss Jennie Wahlert, her co-worker and personal friend with the statement, "This satisfies me."

"Friends who understand me and yet remain my friends", "A work of real value", "A return for such work small enough", "A mind not afraid", "A heart that understands", "A sense of the presence of God". What a great big, all-inclusive wish! Read it again. It does satisfy. Doesn't it?

ASIDE from the perennial criticism of our public schools for their lack of emphasis on the training for character, and without attempting to express an opinion as to whether that criticism is warranted, it is evident **CHARACTER EDUCATION** that society can be helped by the school's doing a better work in this field.

The church doesn't have a chance to do this work. Sixty percent of the children of school age are not even directly exposed to the influence of the church. Those who are regular in Sunday School attendance get only about 26 hours a year of regular instruction, which is not more than one-fifth of the time given to arithmetic in the same period. It seems evident that the church teachers are less qualified from the standpoint of the subject matter and also of teaching technique than are the teachers of arithmetic.

The home, where this sort of training should be given, too often does not give it. The children who need it most come from the homes least apt and least able to make any effort toward character training. Usually delinquent children come from delinquent homes. The modern homes are so engrossed in making a liv-

ing for the children that they can give little thought to making a life or a character for them. The factory, the store, and the office separate families. Before the industrial change, the home furnished employment for all. Father and son worked side by side, mother and daughter were constant companions at the day's work; and at evening all were together. All this has changed. Father is at his place of business, sons and daughters are at school or employed in separate institutions. The movie and modern stratification into age groups serve to keep them apart most of the leisure time. There is not much opportunity for the home to function as a character builder. It could do more than it does, but it doesn't do more than it does.

So where shall we turn? Naturally to that institution that has the children from 900 to 1200 hours a year. Sporadic efforts are being made. Serious study is needed. In the meantime something can be done by every teacher in every school. Example, precept motivation, activity must all be called into play.

We commend an article in this issue to your careful reading. It describes a plan in use in the Fayette schools. This plan may furnish you with practical ideas that can be adapted to your situation. Character education is the teacher's task.

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with this number, be devoted to material from the Department of Education and run under the general caption "State Department of Education". In this section will be published such material as will be of use and interest to teachers, superintendents and school board members of the state. Department rulings, policies, laws, rulings of the Attorney-General and news of the Department will be included.

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A safe motto in buying expensive sets of books is:

Investigate first and invest later.

THE VEHEMENT, and sometimes eloquent protest that is constantly on the air against the government's telling us what to do and what not to do furnishes an example of vacuous verbiage that is hard to equal. Talleyrand's famous definition of words as a means of

**TO MUCH
CONTROL**

concealing our thought will not apply to these gaseous grumblings for the simple reason that the thought element is entirely lacking in most of them. When these vaporings are ejaculated by one who is known to be wet they may be taken, and are usually so intended, as meaning that the speaker is against the Volstead Law. Here the Talleyrand definition might apply. But when an avowed dry talks that way it certainly indicates simply an absence of thought.

Government control! Wherein is its "too muchness"? Aye, there's the rub. I cannot practice medicine without meeting the obstruction of government control. Maybe, I'd be better off in China where there are no such restrictions. I am not allowed to pull teeth, sell drugs, doctor dogs, or argue my friend's case in court without governmental consent. When my child has the measles my government instructs the family doctor to hang a red sign on my house that keeps my friends out and me in much to my inconvenience

and displeasure. My government won't let me drive my own car until I pay for and exhibit a license. Even then it insists that I confine my rate within certain speeds, stay on the right side of the road and observe certain other rules. Even teaching school is meddled with by my government. Packing houses are, no doubt, greatly annoyed by government inspectors who see that only healthy animals are killed and that only wholesome meats are marketed. I might desire to employ children in my factory (children ought to learn to work, you know) but my government says, "No." My own son might be kept at work for me instead of being sent to school every day. Surely I have a right to do as I please with my own children. But not so, again the government says, "send him to school." They say that there is much money to be made by selling "moonshine" and "dope", but I notice that the government is always interfering with folks who are endeavoring to make a living at this business.

A government is a mighty inconvenient thing to many people. Besides the inconvenience of all this control business, it costs a lot of money. The taxpayers have to pay for it. If there is anything that will make a man sore at his government it is having to pay taxes. It's not very nice to turn lose of a lot of money each year just for the privilege of being controlled.

This matter is getting worse all the time. At the last election the Associated Industries helped to get a bill endorsed by the votes of Missouri which is called The Workingmen's Compensation Act. It creates another board, and another set of government control officers. A few years ago we adopted a good roads program in Missouri and presto, there was another commission created and two-thousand more names printed in the Blue Book which is the official list of the thousands who administer in one way or another some form of government control. There is no place to stop.

Of course a harangue of this kind is not complete without an apostrophe to the sanctity of motherhood, a peroration to the heroes of Bunker Hill, or an appeal to the taxpayers to rally with their votes

to the support of the haranguer. These appendages, however, can be easily found in the Congressional Record.

But imagine the Associated Industries claiming credit for the passage of a law creating another board!

WE JUST NATURALLY wonder about the tremendous activity that the Association for Economy in Public Expenditure has recently taken on.

WE JUST NATURALLY WONDER. We wonder about its name. It's certainly a good one. The Good Book says "a good name is more to be desired than great riches." How doubly fortunate is the Association which has both the good name and the great riches. We wonder if the Association for Economy in Public Expenditures is not the same as the Associated Industries. Missouri people have been fooled in times past by a good name. Only a few years ago a group of city capitalists helped to defeat the adoption of a progressive State Constitution by issuing propaganda over the name of "Taxpayers League" which league did not exist in fact.

We wonder why this Association for Economy puts out the statement that the taxpayers' burden has increased from \$4,116,348.79 in 1900 to \$54,665,983.12 in 1925 when the figures quoted are taken from a column headed "Warrants issued in 1925" which does not represent accurately the cost of government, and much less accurately the cost to the taxpayer.

No more does it furnish an accurate statement of the cost of government than do the checks issued by a merchant during a certain period represent the cost of transacting business during that time.

We wonder if these experts employed by the Associated Industries, or is it the Association for Economy in Public Expenditure? did not see that \$29,628,119.29 of this fifty-four million total was for building roads? It was so designated in the column from which they got the total. We wonder why an item of \$3,065,281.54 listed as Penitentiary Revolving Fund was overlooked; and if these experts do not know that a revolving fund goes in and out of the treasury several times a year so that the total of warrants in no way represents the actual cost of that institution to the taxpayers? Experts, furthermore, should

have been able to determine how much of this revolving fund was earned by the penitentiary and how much was paid by the taxpayer. Certainly this case would have been legitimate since they were attempting to tell the taxpayer how much per capita the government was costing him. We wonder what would have been wrong in pointing out that \$3,953,006.36 of this total was State School Moneys which was not an expenditure for state government in any sense?

We wonder if these people, who sound this clarion note of economy and who deprecate the alarming increase in state government, advocate the revocation of the Soldiers' Bonus which has items aggregating \$1,645,956.03 in the column from which they got the grand total.

We wonder if it is just exactly right to count game protection as a burden to the taxpayer when this is paid for by the hunters? Or to charge nearly \$30,000,000 to the taxpayer when all of this is paid for by automobile owners? Or if the nearly \$4,000,000 sent back to the various school districts to be expended for teachers salaries should be explained as a cost of State Government.

We naturally wonder if the \$10,802,040.53 collected in 1925 from thirty-seven different sources and listed in the Auditor's Report is not really a fairer statement of the real cost of Missouri Government than the \$54,000,000 represented by the warrants issued.

We wonder if it is necessary to misrepresent facts in order to create sentiment for a budget system; or is it merely a habit?

We wonder if the gist of the whole matter does not lie in the fact that property paid only \$2,317,176.62 of this amount

while, inheritances, corporations, franchises and income paid \$6,187,890.38. Is this the rub? Why do they constantly reiterate through their propaganda that property paid only \$2,317,176.62? Do they want taxes on farms raised and the other taxes lowered?

We wonder why it is the peculiar function of this Association to fight the Child Labor laws or the maternity bill and just what relation these things have to a budget system for the state?

We wonder if the name and the budget are not both mere camouflage to cover another and deeper purpose that would not look well in its own dress. We do not know, we merely wonder.

"We were simply, singing seamen, so of course we couldn't know."

ARE YOU GOING TO DALLAS?

The Dallas Meeting of the Department of Superintendence will no doubt attract a large number of Missouri school people. Railroad rates will be granted on the certificate plan of one and a half fare.

The Missouri Pacific has been designated as the official route for those who can conveniently and economically be routed through St. Louis. The meeting of the National Association of Secondary Principals being held in St. Louis on February 24, 25 and 26 immediately preceeding the dates of the Dallas meeting on February 28 to March 4th will no doubt make it convenient for several superintendents and principals to take the Missouri Pacific from St. Louis. Splendid accommodations are being provided by this railroad and those desiring detailed information regarding rates should write the Passenger Agent of the Missouri Pacific Railroad at St. Louis.

1927 OFFICIAL SCHEDULE FOR NATIONAL THRIFT WEEK THE TENTH ANNIVERSARY

January 17, Monday
National Thrift Day
January 18, Tuesday
National Budget on Home Economy
January 19, Wednesday
National Life Insurance Day
January 20, Thursday
National Own Your Home Day
January 21, Friday
National Safe Investment Day
January 22, Saturday
National Pay Bills Promptly Day
January 23, Sunday
National Share With Others Day

THE TEN POINT ECONOMIC CREED

Ten Rules for a Successful and Happy Life

1. Work and Earn
2. Make a Budget
3. Record Expenditures
4. Have a Bank Account
5. Carry Life Insurance
6. Own Your Home
7. Make a Will
8. Invest in Safe Securities
9. Pay Bills Promptly
10. Share with Others

Our Slogan—FOR SUCCESS AND HAPPINESS

ART IN MISSOURI CLAY BANKS.

By Ella Victoria Dobbs

IN THE ART Syllabus issued by the State Department Chapter IV asks the question "Why is Art Education needed in Missouri?" As part of the answer there is given a list of raw materials found in Missouri which have distinct art values and which it would be profitable to develop. Among these is clay and Missouri's clay deposits range from those used for the commonest purposes to very fine varieties useful in high grade china and pottery. If Missouri is to make the most of her resources, her children must be trained to appreciate the possibilities of their development.

The use of clay as a material for school handwork serves educational as well as industrial purposes. It lends itself to a variety of uses and much can be done on a small outlay, yet many schools make no use of it whatever and others confine its use to a few simple projects in the lower grades. In many communities clay deposits are to be found sufficiently pure to serve many school uses with little or no refining and the best modelling clays are not expensive.

Some teachers object to clay modelling because, they say, it is dirty work. At its worst it is "clean dirt", but much of this objection is due to poor methods of use. Proper preparation for the work will remove this objection and such preparation can be easily made.

There is a fascination about handling clay and shaping it into desired forms that comes no other way. It develops the sense of touch and gives a new appreciation of the third dimension for some things known chiefly through pictures. The attempt to model common animals, as rab-

bids, dogs, etc. stimulates observation of details unnoticed before.

Encouragement of free work will give play for the creative impulse, possessed in some degree by every one, and will frequently discover unexpected talent.

When the now famous sculptor, Edwin Dallin, was a pupil in a little country school he shyly brought to his teacher a little figure he had whittled out of pipe-stone. When she praised it he said, "I can make better ones." He was encouraged to do his best and was made to feel that his product was worthwhile. From this small beginning ways were found to give him special training and he later earned his place among America's well known artists.

Adults are prone to complain of the narrow interests of the younger generation. Without arguing the justice of the complaint it stands to reason that the greater the number of materials and processes with which children become familiar the greater the likelihood that their special talents will be discovered.

The more interesting and worthwhile things they know how to do the less the tendency to waste time foolishly, and here the art-crafts have much to offer.

We may begin by exploring a nearby clay bank. Our first products may be more or less crude but they may lead us toward the field of sculpture; or through the realm of pottery, we may discover the future industrial hero whose name will be linked with a superfine grade of china for which Missouri may become famous.

Outlines and references on clay work will be sent to any Missouri teacher on application to the writer.

ACKNOWLEDGMENT FOR ARTICLE ON PAGE 19

On page 19 an interview with President Brooks is reprinted from "The American Boy Magazine" by permission of its editors. The article has a double value we think: it ought to serve as an encouragement to teachers and suggest to them a line of information to be used when called upon for vocational advice.

Incidentally the "American Boy" is a valuable magazine for the library of every school and the boys are not the only ones who might read it with profit.

ADMINISTRATIVE ASSOCIATION TO MEET.

J. N. Crocker, President.

THE FOURTEENTH Annual Meeting of the Missouri School Administrative Association will be held at Columbia, February 3 and 4, 1927. In the past years the programs of this Association have been of a very high standard. We are striving this year to prepare a program that will surpass any the Association has ever had. The program will be both inspirational and practical.

Dr. Carter Alexander formerly of the Missouri University and now Associate Professor of Educational Administration at Teachers College, Columbia University will be with us throughout the entire session. Dr. Alexander will give a series of addresses along the line of "Financing State Programs of Education." He is an expert on educational finance and being a Missourian he is thoroughly familiar with Missouri conditions. Dr. Alexander will bring us the latest and the best practices in financing state school systems.

Superintendent E. E. Oberholtzer of Houston, Texas has agreed to deliver two or more addresses on problems of city school administration. Superintendent Oberholtzer is one of the country's outstanding administrators. He will speak from practical experience of problems confronting Superintendents. His message will be helpful to all administrators who are interested in improving the technique of administration.

Superintendent Carleton Washburne, of Winnetka will bring to us his views on individual instruction and will show how individual instruction is working out in Winnetka. After the general discussion Supt. Washburne will conduct a round table in order that members of the association may ask questions and try to reconcile differences of opinion as to the Winnetka plan. There are a number of schemes of individual instruction being tried out but none are receiving more attention than the Winnetka plan. Supt. Washburne will

show how his plan has worked out in practice over a period of years in Winnetka.

In addition to the noted speakers from outside of the State some of Missouri's leading educators will have places on the program. Among those who will speak are; Dr. Germane, and Dr. Irion both of the University of Missouri, Ass't. Supt. Geo. Meleher of Kansas City, Professor Geo. R. Johnson of the Research Department of the St. Louis Public Schools and Dr. Stratton D. Brooks, President of the Missouri University. There will also be a number of Missouri Superintendents, who are doing outstanding work in their communities on the program. Supt. C. A. Greene and his committee will give a report on legislation in which all will be interested.

All administrators, educators, friends of education and members of Boards of Education are eligible for membership. There will be many things of interest not only to educators but to members of Boards of Education. It is hoped that every Superintendent will prevail upon his Board of Education to send a member to this convention along with the Superintendent.

The membership fee is only \$1.00 which entitles the holder to a ticket for the banquet which will be given at Christian College. The Christian College girls will entertain with music after which witty and inspiring speeches will be made by leading Missouri educators and by some of our distinguished guests. Let us make this the best meeting of the association from the standpoint of both attendance and interest. Membership cards will be mailed to school men by the Secretary of the Association, Supt. Paul Marshall of Eldon. The more members we have the more we will accomplish in the future. We are expecting a large advance enrollment. Send your dollar to the secretary at once.

**PROGRAM OF
THE MISSOURI STATE SCHOOL
ADMINISTRATIVE ASSOCIATION**

Thursday and Friday
February 3-4, 1926.
Columbia, Mo.

Officers

President

Superintendent J. N. Crocker, Sedalia.

Secretary-Treasurer

Superintendent P. M. Marshall, Eldon.

Vice-President

R. V. Cramer, Lebanon.

Executive Committee

Principal J. R. Kerr, St. Louis.

Mr. W. M. Oakerson, Jefferson City.

Term Expires 1927

Superintendent L. B. Hawthorne, Mexico.

Superintendent J. L. Campbell, Liberty.

Term Expires 1928

Principal J. C. Bond, Kansas City.

Superintendent N. E. Viles, Lamar.

Term Expires 1929

Agriculture Auditorium

Thursday 9:00 A. M.

1. Music: Women's Glee Club, University of Missouri.

9:30

2. The Outlook for Financing Education in Missouri—Honorable Chas. A. Lee, Superintendent Public Schools, Jefferson City.

9:45

3. The Part of the State in Financing Education—Dr. Carter Alexander, Associate professor Educational Administration, Teachers College, Columbia University.

10:45

4. Report of Committee on School Revenue—C. A. Greene, Superintendent Public Schools, St. Joseph, Missouri, Chairman.

11:15

5. General Discussion.

12:00

Adjourn.

Agriculture Auditorium

2:00 P. M.

6. Music: University High School Glee Club.

2:15

7. The Distribution of State School Moneys—Dr. Carter Alexander, Associate Professor Educational Administration, Teachers College, Columbia University.

3:00

8. Guiding Principles in Organizing and Administering our Schools—E. E. Oberholtzer, Superintendent Public Schools, Houston, Texas.

4:00

9. The Administration of the Salary Schedule—Superintendent J. L. Bracken, Clayton.

4:20

10. General Discussion.

4:50

Adjourn

Agriculture Auditorium

8:00 P. M. Thursday

11. Stephens College Glee Club.

8:30

12. The New Emphasis in Education—E. E. Oberholtzer, Superintendent Public Schools, Houston, Texas.

Friday, February 4

9:00 A. M.

13. Music: Stephens College Glee Club. The general problem of the morning will be a research program for the Missouri Administrative Association.

9:30

14. Needed Investigations in the Field of Child Accounting—George Melcher, Assistant Superintendent Kansas City Public Schools, Kansas City, Missouri.

10:00

15. Needed Investigation in the Field of Financial Accounting—Charles Banks, Superintendent of Schools, University City.

10:30

16. The Place of Research in the Administration of a City School System—George R. Johnson, Director of Tests and Measurements, St. Louis Public Schools.

11:15

17. Research and the Individual Child—Dr. T. W. H. Irion, Professor of Educational Psychology, University of Missouri.

12:00

Adjourn

Agriculture Auditorium

2:00 P. M.

18. Music: University Elementary School.

2:15

19. The Individual Vs. the Group in Mass Instruction—Dr. Charles E. Germane, Professor of Education, University of Missouri.

2:45

20. Fitting Schools to Individual Children—Superintendent Carleton J. Washburne, Winnetka, Illinois.

3:45-4:30

21. Round table on the Winnetka Plan conducted by Superintendent Washburne.

4:30

22. Business Session.

Friday Evening, February 4.

6:00 P. M.

The dinner for the members of the Missouri Administrative Association will be fur-

nished through the courtesy of Christian College, Columbia, Missouri. Entertainment during the dinner hour will be furnished by Christian College.

Toastmaster, J. N. Crocker, Superintendent Public Schools, Sedalia, Missouri.

Educational Progress in North Dixie, President Joseph A. Serena, State Teachers College, Cape Girardeau, Missouri.

What a Missourian sees on Broadway—Dr. Carter Alexander, Associate Prof. of Education, Teachers College, Columbia Univ.

23. Progressive and Research Movements in Education—Superintendent Carleton Washburne, Winnetka, Illinois. (The only serious talk on the evening's program.)

A Summary—President Stratton D. Brooks, University of Missouri.

A CHARACTER BUILDING PROGRAM IN THE FAYETTE PUBLIC SCHOOLS.

By J. E. Holman, Supt. of Schools, Fayette, Missouri.

EARLY in the fall after a number of plans were duly considered in faculty meetings, all for the purpose of considering what could best be done to develop character, scholarship, and school spirit, a comprehensive plan was adopted, which has been working out in such a way as to realize even better results than one could have at first anticipated. I shall endeavor to explain this plan and show its effects on the pupils in the Fayette Public School System; first showing what has been accomplished in the grades and then the plan and its results in the junior and senior high school.

To begin with, each class in the grades with its teacher's advice and cooperation set up standards—virtues that were deemed most suitable to the particular class—such as honesty, courtesy, truthfulness, good sportsmanship, etc.

The classes then directed their efforts toward living up to the standards they had adopted. Not only was this a test of individual effort in living up to the goal set, but a keen spirit of class competition in this direction was the resultant. Members of the various classes as a part of their work made booklets containing pictures, poems, and essays on the various points involved in their standards. Two girls and two boys were chosen by their classmates in each grade as having lived most fully up to the standards for the quarter. Besides holding this honor, these boys and girls were given free passes to all school entertainments, basket ball games, and other school activities.

As still another illustration of the results obtained, one little girl who had cheated in a test and who, although she was not discovered, went home crying to her mother telling her what she had done. She had not only failed to live up to the standards

adopted by her class, but also she had endangered the standing of her class. There are other similar accounts that could be related of the effects of this program on the pupils individually and collectively in the grades.

In the junior and senior high school the decision was made that the best development of school spirit could be effected through building up class spirit.

Each class worked hard and agreed upon the standards that would meet the needs of the class and its membership in the development of character, school spirit, scholarship, etc. In addition each class proposed propositions that were accepted with the feeling that they would meet the needs within the school. The seniors proposed an order of seating at basket ball games while the juniors proposed a seating arrangement by classes for assembly periods and traffic regulations in the halls.

The sophomores worked out a plan by which one of the citizens of the community was prevailed upon to give a large flag in the school colors. On this flag is a large square divided into four smaller squares each representing one of the four quarters of the school year. Each class competes to win the place in the square for each quarter. The winning class must have the highest per cent on the honor roll; must have worked out and lived up to its class standards (these standards must be decided to be the best selected); must have the smallest number of absentees and tardies; must have the best conduct in the halls, assembly, class room, gymnasium, etc; must have the best assembly program; and the best class spirit.

The method of making these choices was worked out as follows: Each class selected

(Continued on page 37)

WANT TO BE A TEACHER?

Talk It Over With Dr. Stratton D. Brooks

Through Esca G. Rodger

From "American Boy" (See acknowledgment on page 15)

FROM the Missouri hotel telephone receiver at your ear, comes a briskly hospitable rumble:

"You got in early? Fine. Come on out, and we'll have our talk about teaching right away . . . No, no, it's not inconvenient to see you now. Come right along. You don't want to hang around waiting for a chance to see a man, I know. I've been there myself."

Cordial, understanding, quick to adapt himself to changes—that's Dr. Stratton D. Brooks, president of the University of Missouri. That one-minute telephone talk with him tells you all those things.

You hang up the receiver, grab your hat, and dash hotfoot out along the homelike streets that lead to the campus. A pleasant place, Columbia, Missouri. College towns are likely to be. This one calls to you, but you streak along, bent on reaching Dr. Brooks' office in record time. You don't want to keep him waiting.

He says you haven't as he motions you to a comfortable chair and sits down again behind his big desk. "Just ready for you," he declares.

He would be, you think appreciatively. Sturdily built and alertly energetic, short, gray-haired Dr. Brooks seems the elastic sort sure to be "just ready" for whatever turns up.

Must have been that sort all of his life, for his record shows a steady stepping along.

Country teacher, high school principal, vice-president of a Michigan state normal school, high school inspector on the staff of the University of Illinois, assistant superintendent of schools in Boston, superintendent of schools in Cleveland, back to Boston as superintendent of schools, president of the University of Oklahoma, president of the University of Missouri—that's a rough tracing of his steps.

Notch by notch, Dr. Brooks has gone up. Climbed from his first foothold, as the successful eighteen-year-old teacher of a "hard-boiled" country school that had thrown out the previous teacher, up to his present high place among the outstanding educators of the day.

Teaching can be a surprisingly adventurous job. To succeed in it, you must have something of the dauntless spirit of the crusaders of old. You're thinking of that as you ask:

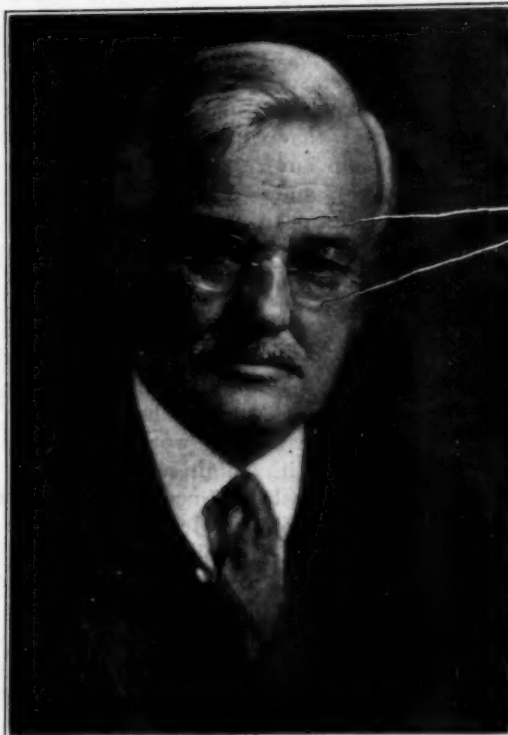
"Would you advise a boy to make teaching his life job?"

A humorous twitch at the corner of Dr. Brooks' mouth deepens into something like a grin as he says: "No, I seldom take long chances. I'd rather answer the boy's questions about teaching, and then let him decide for himself."

That suits you to a T.

Why a Boy Teacher Succeeded

YOU promptly put a question that's been puzzling you. A personal question, but the answer is likely to let in some light on teaching.



Dr. Stratton Duluth Brooks,
President of University of Mo.

"Why didn't those country school fellows throw you out, too?"

"They liked me," Dr. Brooks explains serenely. Then, with a twinkle at your baffled look, he explains further:

"You see I got out and got acquainted with them right away. I didn't shut myself up with the textbooks. I had seventy-seven pupils, and thirteen or fourteen of them were much larger than I was. I had to get acquainted with that crowd and I had to be quick about it. So I got out on the school grounds and threw myself into their sports.

"It was no hardship. I got a good time out of it. And I got some good friends out of it, particularly among those thirteen or fourteen huskies. They seemed surprised to find that a fellow a head shorter than some of them could outrun and outjump any of them. Lucky for me that I could, and lucky, too, that I had sense enough to get out and do it.

"That crowd accepted me as one of them, and went so far as to let me be a leader, inside as well as outside.

"That's what a teacher must be—a leader. If you can't lead, you can't teach.

"And you can't do all your teaching sitting in state behind your desk. You can hold on to your dignity without hugging it. I couldn't see that in my pupils' eyes I lost any of mine by entering into their fun, not even when I went whizzing down our coasting hill on a long board, with a line-up of little chaps hanging on behind. The whole crowd of us coasted at recess, on barrel staves and boards. I was never first down, because it took time to pack the little chaps on securely, but my boardful always managed to get in two good coasts to a recess period.

"Then we all piled back into the schoolhouse and worked as hard as we'd coasted—there was a fifty-fifty spirit about it. A leader, a teacher, has to kindle that spirit.

"That country school gave me confidence in myself and a liking for the teacher's job."

"But there aren't so many country schools left," you say, half regretfully.

"No," Dr. Brooks agrees. "The country boy now, in a great many cases, gets into a big community bus or his father's 'flivver' and hums off to a carefully graded consolidated school. The country boy is getting a better education. And the young teacher in a consolidated school, teaching algebra or

agriculture, say, can get as good or better experience than I got in the old-fashioned country school.

"Or the young teacher may get his initial experience in the so-called grammar grades of a town or city, or in a high school classroom.

"Or if he leans toward college work, he may start as an instructor on the staff of some college or university."

"Can you give me some advice about which line to follow?" you ask.

"I can give you some general information, mixed with a minimum of advice," Dr. Brooks answers with another twinkle.

"Good men are in great demand for grammar grade and high school teaching in our public schools," he goes on. "There are attractive openings in private schools, too, for men of somewhat exceptional education and particularly pleasing personality. Some private schools pay unusually good salaries but there are, naturally, fewer openings in that field.

"High school teaching gives you closer contact with your boys than you'll get, as a general thing, in college teaching. If you want to teach *boys*, there isn't a happier job in the world than being principal of a small high school. If you want to teach Latin or science, if your primary interest is in the subject rather than in the student, you'll probably be happier in a college.

"In any case, a man must look ahead of doing administrative work or an unusually high type of teaching in order to get enough salary to support a family. He must plan to be eventually a principal of a grade school or a high school, or the head of his department in a city high school, or a superintendent of schools, or a professor or an associate professor in some recognized institution of higher learning.

"Many men start up by way of the small high school principalship. Not infrequently, a man has such a principalship offered him as soon as he has been graduated from college. More frequently, he goes from college to the high school classroom, and if he makes good there has a small principalship offered him within two or three years."

You nod. You know of just such a case.

A friend of yours, a star quarterback nicknamed "the Mouse" because he was so good at finding a hole in the line, got a po-

sition as a high school classroom teacher as soon as he was graduated from college. In two years' time, he was made principal, and, judging from all you have heard, he's a good one—a live-wire and tremendously well liked by both students and parents.

He's far more enthusiastic about teaching now than when he began. He had planned to be a chemical engineer, and had to give it up temporarily when his father died because his family needed his help. Teaching seemed to him his quickest way of earning fairly good money. But he didn't intend to make it his life job. Now he likes it so well he thinks he may stick to it.

"Don't believe I'll ever enjoy any other work quite so much," he says. "I'm lucky enough to have the friendship of practically every boy in high school; so being principal is a lot like being the oldest in a big, lively family. The rest expect a lot from you, and look up to you enough to make you feel pretty pleasantly cocky, and raise ructions enough to keep you from getting to cocky to live with. You've got to work on any such job, but I'm having a great time."

Same old Mouse. Keeping the ball moving toward the goal, and "having a great time" doing it.

"We need enthusiastic men on teaching staffs," says Dr. Brooks, "men who like the work and want to stay in it."

"To many young people are half-heartedly trying teaching and thinking of it as only a temporary thing, a sort of wayside shelter that will do until they can get something better. That's bad. Except in cases of unusually pressing financial need, a man shouldn't start teaching unless he intends to stay in it."

"Unusually pressing financial need!" Well, guess that lets the Mouse out. Clears the good old quarterback of the stigma attached to selfishly and half-heartedly teaching, "just long enough to make a little money." Anyhow, he shines under the next searchlight Dr. Brooks turns on teaching:

The Fun of the Job

"But whether a man intends to teach only a short time or all of his life, he should put his best into the job. What he puts into it will decide what he gets out of it in the way of personal satisfaction.

"There's always satisfaction in solving a problem," Dr. Brooks reminds you. "That's one reason you'll like teaching if you like boys. They keep you supplied with problems.

"I'm still getting satisfaction out of solving a problem a boy set for me when I was a young high school principal. This youngster in his first year in high school failed in all of his subjects. Nothing wrong with his brains. But he needed stirring up. When he began his second year, instead of sending him straight back over the first years' work, I gave him two old subjects and two new ones to stir him up.

"No stir for three weeks. But at the end of that time he came to me with his textbook in physics, one of the new subjects.

"Here's a diagram of a telephone system in this book," he said. 'I want to run a line over to Ray Burke's. Will you explain this to me?'

"I can't," I told him.

"He stared. 'Don't you understand it?'

"Yes," I said, 'but could you explain a problem in compound interest to someone who couldn't add or subtract? Well, that's just where you are in physics. Get the fundamentals into your head, and I can explain the diagram.'

"That boy was three weeks behind in his class, but in a month he was explaining the physics lesson for the day at lunch time to others in the class. Yes, he ran his telephone line over to Ray Burke's. And before long he came in to ask me if he couldn't take up the algebra he'd failed in the year before, carry it as a fifth subject. He passed in all five."

You wonder about a college president's problems.

"He finds plenty," chuckles Dr. Brooks. "Here's just one. Not long ago, one of our boys got into a scrape that made him appear wild and lawless. As a matter of fact, he was merely fun-loving and careless. But I couldn't overlook what he had done; the effect on him and on others would have been bad. So I transferred him to another division of the University, to the School of Mines at Rolla. The transfer involved no loss in training as the boy was preparing to become a mining engineer, but it did in-

volve what to him was a big loss in social privileges—took him away from friends and affairs he had been enjoying greatly. Enjoying too much for the good of his work here. The transfer hit him hard, but it woke him up.

"Not long ago, I drove down to Rolla, and one of the first persons to hail me was that boy. Hold a grudge? Not he. Came out to the car and talked for an hour. Proud as Punch of the fine record he was making at Rolla. No difference in schools, he told me sheepishly—there might be a little difference in him. He has a good grin, that boy. Good grit, too."

You want more stories, but you can't take all of Dr. Brooks' day, and you need more information.

"What training should a teacher have?" you ask.

"Four years of college training, at least—two years of straight college work and two years of professional training. Better to have three years of professional training, if possible. If you want to teach in a college or university, you'll need still more training—you'll do well to put in at least two more years and earn your doctor's degree."

"Anything special I should be studying in high school?"

"Not really special. Be sure you're enrolled in a course that will prepare you for college entrance. And be sure that you can master mathematics and Latin. If you can't, the chances are good that you won't make a success as an educator. Those two subjects test your ability to master details and use them later—and that's what you have to do in the teaching world."

"I don't suppose a high school boy can get any practical experience that will help him decide whether he wants to teach?"

"Not in a classroom, probably. But helping to direct the activities of a group of scouts or any other group of boys will tell you something about your abilities."

"What about salaries in teaching?" is your next question.

"High school teachers' salaries vary greatly, but you're likely to draw around \$1,600 a year as a beginner. A college instructor usually starts at \$1,500 or \$1,600, and may make \$200 or \$250 more for six or eight weeks of summer school work.

"The maximum salary for the average college instructor is \$2,000 a year. To get more he must climp up, toward a pro-

fessorship. If he does, he may estimate his probable annual salary from year to year by allowing \$100 to each year of his life—that is, at thirty-two, he'll probably be getting \$3,200 a year; at forty-five, \$4,500; and so on. Those figures are a little above the average, but are a fair approximation.

"Now for the salaries of principals and superintendents. Many elementary school principals in big cities get \$4,000 a year. High school principals may get more. Salaries are lower in smaller places, but so are living expenses. Many superintendents are getting \$5,000. The average superintendent of schools can't hope to get much more than \$6,000. Top-notch men, the upper ten per cent of superintendents, probably average in salary \$8,000 a year. In a few cities, superintendents are drawing from \$10,000 to \$15,000 a year.

"The superintendent of schools is paid comparatively well because his responsibilities are heavy, but his tenure of office is somewhat uncertain—more so, as a rule, than the college professor's.

"The successful superintendent of schools must be an exceptional leader—often an unseen leader, but never failing, when occasion demands, to make his leadership felt. He must be capable of working in harmony with many different people. He needs endless tact.

"Tact can make all the difference between success and failure. Not long ago, a certain city superintendent lost his position because he insisted that a number of new school buildings must be erected. The man who took his place got just what the first man asked for. The first man insisted belligerently; the second man insisted tactfully."

Going Up

YOU ask about the chances of rapid advancement in the teaching field.

"That depends a great deal upon you," Dr. Brooks answers. "You can let chances slip away, or you can seize them or even create them.

"A high school principal in a small town heard that a primary supervisor was needed in a large city near. He went in and applied for the position largely to get experience in appearing before a city school board. A little later, that experience helped him in landing a better position.

"Another small town high school principal heard that a big, new consolidated high school in a town some distance away was going to need a principal. Decided to apply. Got in at four o'clock in the morning. Roamed the streets until business hours. Then went to call on different members of the board. Was told there was no chance for him—two applicants recommended by the state university as men who could put the new school on the approved list were coming on Saturday, and one of them would doubtless get the position. But the small town man didn't give up. He stuck right there and studied consolidation problems, concentrating on how to combine the different groups coming to the new high school from smaller schools.

"On Saturday, he presented himself with the other candidates before the board. When it came his turn to be considered, he took up the proposed course of study. Here's the problem, he said—in effect. This is a standard course all right, but how will you bring all these sections of algebra together? Now here's what I'd do. And he explained his practical plans. . . . He got the job.

"Don't wait for positions to offer themselves to you. Go after them. I got my start in Boston by acting on information I found in a newspaper. I saw that a Chicago man had just refused an attractive position in Boston, and I wrote at once to apply for the position. That prompt action opened the way to years of interesting work and stimulating contacts in the city of Boston."

"Stimulating contacts!" Of course. An expert in teaching is sure to mix with experts in other fields. That's one of the attractive things about teaching—it gives you a chance to keep your mind keen through that rubbing against other keen minds. You like the thought of it.

You like, too, the thought of being a leader in the community—a leader of men as well as a leader of boys. All over the country, you realize, teachers play big parts in public affairs. They're prominent in chambers of commerce, in Rotary Clubs, in country clubs where affairs of prime importance are settled on the golf course. Their judgment is sought, their opinions respected.

You know of a high school teacher who became president of his town's Rotary Club. You know of an elementary school principal who became mayor of his city. You know of two different teachers who have each become president of the United States—William Howard Taft and Woodrow Wilson!

Your mind jumps again—to other fields of influence. No end, seemingly, to the fields where teachers are winning recognition. You know of a Western university faculty man, a specialist in journalism, who spends his summers on daily newspapers; is in demand as an editorial writer. Another Western faculty man, a specialist in political science, has spent his vacation time doing research and constructive work in taxation for a body of lumbermen who are trying to get the state to pass more sensible laws about the taxing of timber land. An Eastern faculty man, an expert in economics and finance, has made a long trip through South America to give various countries help in needed financial reforms. These men are getting, all at the same time, marked recognition, fascinating work, and additional training for their regular jobs. . . . Pretty good life work, teaching. . . .

Dr. Brooks says much the same thing when, with your watch insisting that it's time to go, you put your final question: "What do you like best about teaching?"

"Well," he answers reflectively, "a teacher's job is genuinely big; he's helping to make men, helping to shape the nation. Then there are more personal elements worth considering—such as chances for study and research, opportunities for leadership in his association with other men, pleasant social opportunities, long vacations that give a man time for travel and writing and other special hobbies.

"But after all," Dr. Brooks concludes, "my biggest satisfaction is scattered all over the country—the boys I've known, and their boys. They make the job a joy."

You think again of that star quarterback, happy young whiz of a principal, and of his big satisfaction in teaching—so much like Dr. Brooks. Crusaders, both, crusaders with a sense of humour and a zest for life.

A good sort to mix with. A good sort to be. One of the country's clear-headed, high-hearted leaders!

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PROPOSED SCHOOL LEGISLATION.

LARGER SCHOOL UNITS.

OUR PRESENT rural school organization had its origin in an act of the General Assembly in 1853, changing the unit of administration from the township to the present small district plan. This was the beginning of the small three-director district plan as we have it. At the time of its adoption, it worked fairly well in some communities, but conditions have changed so that in many places the plan now defeats the very purpose for which it was designed. As the years passed we formed districts smaller and still smaller. People have moved from the rural districts and there are fewer children in many districts than there were ten or even thirty years ago. In the formation of new districts, and in changing boundary lines, we have in many cases completely lost sight of the fact that the needs of the children should determine these changes. If anyone doubts this statement, a glance at a school district map of any county will surely remove the doubt. Districts are often laid out with little or no reference to the actual need or conveniences of the children who must attend the school. Many districts are so small, so weak financially and contain so few students that a good school is impossible.

This is the greatest weakness of our entire school system. It leads to all sorts of inequalities in the same county. For example, district No. 5 in Boone County has an assessed valuation of \$1263 per child enumerated, while district No. 42 has an assessed valuation of \$30,623 per child enumerated. One district in Randolph County has an assessed valuation of \$1500 per student while another district has an assessed valuation of more than \$100,000 behind each child. Similar conditions prevail in almost every county in the state. Sometimes the fact that a child lives on one side or the other of a public highway determines his educational opportunity. Taking the state as a whole, 92 per cent of the total expenditures for schools is paid by the direct property tax in the local district. What chance has a district with twenty children and \$20,000 assessed valuation to maintain a good school? Last year there were 22 districts in the state with an assessed valuation of \$10,000 or less.

Under the present law, it is possible to have large and wealthy districts side by side with the little weak districts. In many cases

a very low tax rate is all that is necessary in these wealthy districts. There were 22 districts in 1924-25 that levied no school tax at all. Thus we find in one district a good building, good equipment, good teachers and a nine months' term, while in another district a very poor building, practically no equipment, an inefficient teacher and a short term.

The present plan is necessarily expensive and wasteful. Many illustrations could be given, but one will suffice. Last year 2652 districts had an average daily attendance of fewer than 15 pupils. Of these 952 had fewer than 10. More than 6000 had an average daily attendance of fewer than 25 pupils per teacher. If you allow 30 pupils per teacher as a fair average, this represents a sheer waste of more than a million dollars a year in teachers' wages. At present this waste is unavoidable. The people in the districts are powerless to prevent it. The district is the unit and must have a teacher whether there are 5 pupils or 40. No intelligent man would tolerate such a waste in his own private business. No city could be so wasteful and maintain its schools. If our cities were compelled to employ a teacher for each 15 pupils in attendance, many of them would have to abandon their high schools and reduce the term in the elementary schools to probably six months.

No High School Provisions

The present plan makes no provision for high school education for rural pupils. If the children in the rural districts get a high school education they must leave home and go to a school outside the district. This often involves a prohibitive expenditure on the part of the parents and is depriving thousands of rural children of any high school education. Possibly one-third of all the children in the state live in these rural districts where there are no high schools.

The present plan is in many cases actually depriving children of a common school education. In 1500 rural districts last year, the term was less than eight months; in 269 of these less than six months; and in 35 less than four months. Schools like other social institutions and organizations, in order to be effective and accomplish their aim, require intelligent and co-operative effort. To co-

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operate intelligently and effectively on matters of mutual interest is perhaps the most important lesson we have to learn. Through intelligent and co-operative effort, we can establish and maintain proper elementary schools and a good four-year high school in every section of the state.

A Remedy

The state should be redistricted so that adequate elementary schools and a four-year high school could be organized and conducted in each district. These districts must contain enough people to insure affective lay leadership, large enough to provide enough children to make school work interesting and the cost of instruction reasonable; and large enough to insure sufficient wealth to provide the working basis for financing public education.

How can the situation be remedied? By the passage of a measure embodying the following features:

1. Create a county board of education in each county.
2. The county board of education must within one year redistrict the entire county into high school districts with a minimum area or valuation for each district.
3. The county board of education of two or more adjoining counties shall have power to form a district comprising parts of two or more counties.
4. The voters of each district will elect a local board of education.
5. The local board of education in each district will have complete charge of the schools of that district.
6. Elementary and high school facilities must be provided for all the children in each district.
7. Whenever a district votes the constitutional limit for teachers and incidental purposes the state superintendent shall out of the public school fund before apportioning it apportion said district enough money to enable said district to expend an amount per child in average daily attendance equal to the average amount spent per pupil for the entire state for the preceding year.
8. Each district erecting a modern school building on a site containing at least five acres of land will receive from the state one-fourth of the cost of the building, provided one-fourth does not exceed \$5,000.
9. The state will apportion to each district that furnishes transportation three dollars per month for each child transported.
10. The county board of education shall perform all duties regarding the public school records and reports and the apportioning of the state school moneys which have heretofore been performed by the county clerk.

STATE AID TO RURAL SCHOOLS.

SECTION 11211 states that the salaries paid teachers in the rural schools receiving state aid shall be from \$60 to \$80 per month. The amount is determined by the grade of certificate held by the teacher.

A measure will be presented to this Legislature fixing the salary paid teachers in the rural schools receiving state aid as follows:

1. All teachers who have completed at least two years of college work and hold a two-year state certificate—\$125 per month.
2. All teachers holding a first grade county certificate \$100 per month.
3. All teachers holding a second grade county certificate \$90 per month.
4. All teachers holding a third grade county certificate \$80 per month.

A STATE ARCHITECT

A MEASURE will be presented to this Legislature making provision for a state architect in the State Superintendent's Office. His duty will be to meet and counsel with boards of education at their request, and prepare type plans for one-room, two-room, and small consolidated schools.

KINDERGARTENS

A KINDERGARTEN is an absolute necessity in a modern educational system. A measure will be presented to this Legislature which will legalize and encourage the establishment of them.

REORGANIZATION OF THE COUNTY SUPERINTENDENT'S OFFICE.

THE COUNTY superintendent in some counties receives only \$1050 per year, which is very much smaller than it should be. He is also allowed not to exceed three dollars for each teacher under his jurisdiction for traveling expenses and the clerical help. This will not pay the actual traveling expenses. The office of county superintendent should be the leading school position in the county. Legislation should be enacted which will bring about this condition.

A measure will be presented to this Legislature making provision for a county board of education of six members in each county. This county board of education will have the following powers and duties:

1. To appoint the county superintendent of schools for a term not to exceed four years and fix the salary.
2. To appoint upon recommendation of the county superintendent the necessary supervisory and clerical help to adequately carry on the work of the office.
3. To provide for the necessary traveling expenses of the county superintendent and other expenses necessary for the efficient administration of the county superintendent's office.
4. Shall perform all duties regarding the public school records and reports and the apportioning of the state school moneys which have heretofore been performed by the county clerk.

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PUBLIC JUNIOR COLLEGES

A MEASURE will be presented to the Legislature which will legalize public junior colleges.

CERTIFICATION OF TEACHERS.

A T PRESENT the examination papers of all applicants for a first or second grade county certificate must be forwarded to the State Superintendent of Schools to be graded.

A measure will be presented to this Legislature amending Section 11359 which will require all papers of all applicants for any kind of county certificate to be forwarded to the State Superintendent of Schools to be graded.

Unequal Educational Support

THE ABILITY to secure results depends upon what is behind the movement which seeks the results. In the case of schools the first essential is adequate support, for without this the district cannot maintain a school system good enough for the children.

For convenience a basis may be established by saying, "the kind of school each district maintains depends upon the amount of money behind each child in the district based upon the valuation of the district, for the amount of money expended for school support must depend upon the amount which a levy upon this valuation will yield for each child." If the levy is 65 cents then for every \$100 valuation the district can raise 65 cents for school purposes. For every \$1000 the district can raise \$6.50 for school purposes. When we consider there are districts with valuations ranging from \$10,000 to \$20,000 it can be readily seen such districts are not able to raise much money per child and as a result the child suffers. Such districts have from two to four months of school and the children are out of school the remaining six to four months.

When the amount of money behind each child in high school districts is considered gross inequalities are found. For example we find there was but \$1298 behind each child in average daily attendance in one high school district and more than \$12,000 behind each child in another. Now what can a district with \$1298 behind each child do in comparison with one with \$12,000 behind each child? The first district, provided it paid a 65-cent levy, could raise \$8.43 per child while the latter district could raise \$78 per child with the same levy or more than eight times as much as the district with the lesser amount of money in valuation per child.

The situation is much in need of a remedy so that all children can enjoy, at least approximately, equal amounts of financial support.

Necessarily the remedy lies in so redistributing the state that each district will have approximately the same amount of money behind each child and will thereby be able to spend about the same amount each year for the advantages of the children.

The following table serves further to show the inequality of the wealth behind each child in a few of the many high school districts of this state: The first column is the town, the second the assessed valuation, the third is the number of children enumerated, and the fourth is the assessed valuation per child.

Appleton City	\$1,631,400	334	\$4884
Brumley	189,000	146	1421
Camden Point	3,000,000	360	8333
Calhoun	355,060	175	2028
Chillicothe	6,990,214	1704	4102
Cuba	358,000	240	1491
Galt	1,465,134	230	6370
Halltown	200,960	119	1688
Knox City	887,895	128	6936
Morley	838,000	527	1590
New Point	1,378,700	141	9778
Potosi	700,000	531	1318
Quitman	2,238,251	195	11478
Senath	825,000	482	1711

For the school year closing June 30, 1926 there were 26 districts making no levy for school purposes. There are several districts so wealthy they do not make a levy only every other year while others levy the constitutional limit and then can maintain an eight months school only with great difficulty.

There were 281 districts for the last school year levying less than 20 cents and 2,162 levying from 20 cents to 40 cents. A levy of 40 cents was made by 1,493. This shows that there are a large number of wealthy districts in the state who are able to maintain a school for 40 cents, or less, on the \$100 valuation. There were 3,347 districts which levied 65 cents and more. Among these are many small rural districts which are scarcely able to maintain an eight months' school with minimum teachers' wages. A redistributing will sometime have to be made in order to equalize such maladjustment.

SCHOOLS COSTS OF 1926

The State of Missouri spent \$52,917,105 for maintenance of the public school system for the school year closing June 30, 1926. This was more than four million dollars more than was spent for school support for the previous year when \$48,765,059 was spent to maintain the school system. The total expenditures for the last year was divided as follows: \$28,008,576 for teachers' wages, \$11,663,998 for incidental expenses and \$13,244,530 for building purposes. By comparing the figures with the previous year we find that about two million dollars more was spent for teachers' wages, three million dol-

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lars more for incidental expenses and about the same amount for building purposes.

With the added expenditure, however, about the same amount of money was on hand July 1, 1926 as for the same time the preceding year. The receipts for the last year were nearly four million dollars greater than for the preceding year and apparently the schools spent this four million dollars to meet increased running expenses. So long as there is from seventeen to eighteen million dollars on hands at the beginning of the fiscal year it may be readily concluded that the state can well afford to spend the amount it is spending for education.

The following table shows the distribution of school moneys by years since 1913:

Year.	Teachers' wages.	Incidental expenses.	Building purposes.
1913	\$9,766,224	\$2,931,660	\$3,924,082
1914	10,451,762	3,119,268	4,125,022
1915	10,840,862	3,461,268	5,360,598
1916	11,362,963	3,542,560	4,584,931
1917	11,654,376	3,709,997	4,368,790
1918	13,498,882	4,387,226	4,929,503
1919	14,207,200	4,485,939	3,249,279
1920	16,831,754	5,432,867	5,783,431
1921	21,352,797	6,677,720	7,138,247
1922	24,472,543	7,700,883	8,608,823
1923	24,569,268	8,176,034	9,496,752
1924	24,499,346	10,104,416	11,090,581
1925	26,849,061	8,322,618	13,588,379
1926	28,008,576	11,663,998	13,244,530

A study of the growth of Missouri schools is ample justification for increased expenses because nothing is uneconomical if value received is secured. The following table shows

Increase in high school enrollment and graduates

Year,	High School Enrollment. Number.	High School Graduates. Number.
1913	42,286	6,202
1914	45,179	6,395
1915	49,708	6,801
1916	59,285	7,866
1917	61,573	8,109
1918	61,860	8,414
1919	60,639	8,699
1920	71,904	9,278
1921	74,248	10,730
1922	88,366	12,122
1923	90,931	14,046
1924	98,094	14,849
1925	103,221	18,256
1926	109,291	15,345

the high school for the small group of students who might attend the larger high school with greater facilities. While tuition would be charged, the tax rate now used to support the high school could be abolished. Also the added advantages supplied by the larger high school would more than compensate for the small extra expense if any, incurred per child for tuition. Maintaining small high schools where a large per capita cost results is just like a business with too much overhead expense. The business fails unless it can operate in a larger unit. Successful business interests operate in large units for the sake of economy. This principle is just as applicable to, and as necessary for, our school system. Every child should have the advantage of four years of high school work, but this should be secured as economically and efficiently as

Number of Public High Schools in Each Class in Missouri.

Class of school.	1913(b)	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926
First	180	212	224	236	258	279	302	329	396	446	504	542	562	586
Second	67	74	83	93	95	105	116	100	94	113	93	89	87	94
Third	154	172	191	206	192	204	188	193	166	130	139	154	165	210
Total	401	458	498	535	545	588	606	622	656	689	736	785	814	890

(b) 1913 means 1912-13.

ing the increase in high school enrollments and the increase of the high schools of each class since 1913 readily reveal the reason for the necessity of increased school support.

possible. We do not need more small high schools nor many of those we have, but more larger high schools which will reach all the children in the state.

DISTRIBUTION OF HIGH SCHOOLS.

High schools in some cases are not well distributed in Missouri counties. For example, small high schools are frequently located near large first class high schools. It costs from \$250 to \$350 a year per student to maintain

The enumeration of Missouri was 915,061 at the close of the school year in 1925 and 917,085 the last year. The number of districts decreased from 9,159 in 1925 to 8,985 in 1926. This was due to the formation of several consolidated districts.

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WHAT'S IN A NAME?

IT MUST be evident to all who are interested in Physical Education that we are now in a period of great confusion of names. In some places the work is classified as Physical Education, in others as Physical Culture, in others as Physical Training and yet in others as Health Education or Hygiene and Physical Education.

None of these titles cover the field. None of them has any special appeal to the layman or is likely to illicit either much publicity, financial support, or general prominence.

The title "Physical Education" does not cover medical inspection, physical examinations, rest periods, nutrition work, removal of physical defects, sanitation or health education.

The title "Health Education" does not cover medical inspection, physical examinations, rest periods, removal of physical defects, sanitation or the regular work in the gymnasium or on the playground except in a very attenuated way.

Sometime ago the Department in Cleveland and later the department at the University of Illinois took the name of "Physical Welfare." This title has two very specific advantages. It covers the field and all that it implies, and it has a real appeal to the popular mind. There are many who would not hesitate to turn down an appropriation for "Physical Education" or "Health Education" who would hesitate long before turning down an appropriation for the "Physical Welfare" of children. The broadening of its scope also gives an entirely new dignity to the Department.

There are also many things done under the name of Physical Training which are not for the physical welfare of children. Perhaps a change of name would tend to eliminate some extreme forms of competition and some routine drills.

ATHLETIC LETTERS

Among a number of good suggestions in a small bulletin issued by the Department of Public Schools of the State of Alabama, called Suggested Standards for Awarding Letters is this one;

That there should be a distinction between a high school letter and a letter in a particular sport. This would imply that the man who wins a football letter should get an "F" not the school initial; that the one who wins the basketball letter should get "BB" or a single "B" and the man who wins his letter in track should get a "T." The school letter, which is the insignia of the school should stand for school ideals in a much more fundamental way. It should be granted only for excellence in health, scholarship, sportsmanship, service and all-around athletics.

The reasons for this are so obvious that it should not be necessary to debate the question. The school letter stands for the school

and should be given only to those who represent what the school stands for. It should be given by school authorities not by an athletic committee.

If we were to judge by the student attitude in many cases and by the prominence given the matter in the press we should conclude that high schools existed primarily to promote contests in football and basketball. The school letter indicates the same thing. It is often more coveted than a diploma, yet we do not give it to the valedictorian, or the one who gives himself freely to school enterprises, but to one who may have no qualifications for it but physical strength. It is perfectly reasonable that the man who makes good in football should wear a football letter, but it is not reasonable that he alone should wear the letter which represents the school unless football and other competitive athletics are the only interests of importance in the school.

The suggested method has the advantage also that it enables the student to win several letters and that these letters will describe his actual performance while the school letter as now given does not indicate the nature of the excellence for which it is awarded. Obviously these arguments apply no less to college and university letters than they do to high school letters.

THE SHRINER'S HOSPITAL FOR CRIPPLED CHILDREN IN ST. LOUIS

There are more than 600,000 Shriners in this country. They tax themselves \$2.00 each year in order to maintain a system of fourteen hospitals for crippled children. These are located in as many different states. Two more will be opened this year.

These hospitals accept children from any part of the United States irrespective of the affiliations or nationality of their parents. They keep the children on an average about ninety days. In this time every child's teeth are attended to and he is given such operations as are essential to his recovery. The cost to the Shriners for the last year of the hospital of St. Louis was \$3.59 per day for each child. This is a good work, but, unfortunately, it covers only one phase of the treatment necessary to the recovery of the cripple, the preliminary operations. Following this, if there is to be complete recovery, there must be re-education of the muscles. There must be regular school work for all and the teaching of suitable trades to those who must always be handicapped.

There is a waiting list of 380 at the hospital in St. Louis. During the three years of its existence it has taken only 320 children from Missouri. There are now 102 there from Missouri and surrounding states.

Splendid as this is as a public philanthropy, it can handle only a small fraction of the work that needs to be done if the crippled children of Missouri are to be put back into the community as nearly normal as possible.

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THE ELIAS MICHAEL SCHOOL FOR CRIP- PLED CHILDREN IN ST. LOUIS

In nearly all the larger cities, schools for crippled children are maintained by the Boards of Education. Children are transported to these schools in special buses and given special care. There is always some work in massage and reeducation of the muscles, and they have games and sports adapted to their disabilities.

It is not an uncommon sight at some of these schools to see a game of baseball where half of the children are in wheeled chairs and the others on crutches or sitting on the ground. Yet within two or three years seventy or eighty per cent of them are so far recovered that they are able to go back to school and take their places with other children. They usually do quite as well as others in their studies and sometimes a little better, because they have less distractions. The manual and trade work given is somewhat more extensive than it is in other schools.

There are 170 children in the Elias Michael School and there is a waiting list of fifteen. There are fifteen crippled children from St. Louis in the Shriner Hospital. Two hundred crippled children are thus accounted for from St. Louis. If they are equally numerous about the state this would call for 1000 altogether. But it is likely that not all crippled children in St. Louis are under treatment.

BULLETINS ON COURSES OF STUDY

THE FOLLOWING bulletins on courses of study for high schools are off the presses: Music, Art, Home Economics and Industrial Arts. The last two have only recently been published. Any of these can be secured free upon request to the State Superintendent of Public Schools.

Bulletins covering the remainder of high school subjects will be published as rapidly as the copy can be completed for the presses.

In addition to these the Department of Education has bulletins on Observance of Special Days in Missouri Schools and Music Appreciation Contest.

Before this reaches the readers, the School Directory will be distributed. An additional feature of this publication this year is that the high school enrollment of each high school is published.

STATE FAIR PREMIUMS.

PREMIUMS TOTALING \$1000 will be distributed for display of school work at the State Fair in August 1927. A complete premium list has been published by the State Department and will be sent to anyone free upon request. Prizes are given for writing, drawing, painting, essay writing, handwork and note books. Every rural, elementary and high school is entitled to enter. Entries close August 5, 1927.

THE SPORTSMANSHIP BROTHERHOOD

By CAPT. P. R. CREED,

Field Secretary, Sportsmanship Brotherhood.

Before the Dept. of Physical Ed. at Kansas City Convention, 1926.

LET ME plunge straight into the heart of my subject with a quotation from Matthew Woll, Vice-President of the American Federation of Labor and President of the Sportsmanship Brotherhood. He says: "Our immediate objective is the youth, and I think that we are entitled to our slogan: 'EVERY CHILD A CHANCE.' By this I mean that every boy and girl should be taught the precept and practice of the Code of Honor of a Sportsman not only on the playing field but in their whole conduct and attitude to teachers, schoolfellows and neighbors. We want to see the Spirit of Sportsmanship so inculcated in our children at an age when 'the mind is wax to receive and marble to retain' that it becomes a dominant influence in their character."

It is no exaggeration to say that the supreme issue—and it is the issue which transcends all others if our civilization is to last—of peace and war lies in the hands of the teachers of the rising generation. John Galsworthy has stated the case with admirable lucidity and brevity. He says: "Sport, which still keeps the flag of idealism flying, is perhaps the most saving grace in the world at the moment, with its spirit of rules kept and regard for the adversary, whether the fight is going for or against. When, if ever, the fair-

play spirit of sport reigns over international affairs, the cat force which rules there now will slink away and human life emerge for the first time from the jungle."

Men of such divergent views as the late Dr. Charles Eliot, H. G. Wells and M. Clemenceau have all said that the only way to bring peace on earth is to educate war out of humanity. That this can be done is the belief of all teachers worthy to belong to their honorable profession.

International peace, democracy, and education will all sink or swim together and the fundamental basis of their existence is education. There has been a war in Europe on an average once every thirteen years for the last thousand years. Those whose minds are obsessed by the past say that there always will be war because war has always been. Pressed to a logical conclusion this view boils down to this: that man made in the image of God is so steeped in original sin, is the victim of such a dominating blood lust that he must indulge in wholesale homicide. I cannot understand how any man professing and calling himself Christian can hold such a view. Let us think what the next war—if and when it comes—will mean. The last war was an "Engineer's war." It laid civilization in Europe practically in ruins and has left a

The material for this page is furnished by The State Department of Education.

legacy of strife and discord which it will take long to appease. But the next war will be a "Chemists war" compared to which the last war would be a pleasant-drawing-room party—a "Chemists war" would certainly obliterate the last vestiges of civilization. It would prove that science has become man's master instead of his servant. This is an issue which has never before come within threat of realization. In the interests of humanity it is of supreme importance that Education win the race with war,—and the educators are the only people who can make certain of winning this race in which victory is a matter, literally, of life and death. We hope that all those who realize this responsibility will take their places through their State High School Athletic Associations in the Sportsmanship Brotherhood

NEWS ITEMS

The Harmon Foundation which has assisted different communities in securing 76 playgrounds in the last year, now announces a gift of \$50,000 more to go toward the securing of fifty or more new playgrounds for the smaller communities. The Foundation will not give more than one-half the cost of the land, and the minimum site must be two acres. The town must have 2500 inhabitants or more and must be growing.

They also offer \$10,000.00 in contributions of not more than ten per cent of the purchase price of other playgrounds for white children or twenty-five per cent toward the purchase of playgrounds for negro children.

Mr. Harmon has started out to give playgrounds to the smaller American cities in much the same way that Mr. Carnegie gave libraries. During the past year he has also conducted contests for playground beautification.

The headquarters of the foundation is at 140 Nassau Street, New York. We hope that some of the Missouri cities may secure some of these playgrounds.

In the new syllabus for St. Louis, Curriculum Bulletin No. 1 are the following paragraphs:

Health Education in the high school consists of physical training, corrective work, hygiene, sanitation, athletic activities and safety.

Health Education is required of everyone throughout the three years of the senior high school.

Fifteen units are required for graduation, three of which are credited for Health and Expression. Only credits earned in the senior high school shall be counted toward graduation.

In an investigation into the health knowledge of the children in the 4th, 5th and 6th grades in St. Louis the following questions were answered correctly by more than ninety per cent of the children. They said that children should:

1. Eat slowly.
2. Keep foreign objects from mouth.
3. Help children across street.

and in so doing lay a solid national foundation upon which can be built a structure to include the schools of the world. Under the magic touch of man's inventive genius the world has shrunk until we are—for good or evil—all neighbors today. In sports and games we have been given the materials for building a bridge of understanding, good fellowship, and harmony between the children of all the nations of the world. America holds nearly all the athletic championships. She is the biggest and the richest nation. It is up to her to lead. The great Duke of Wellington said that the battle of Waterloo was won on the playing fields of English schools. Let America in days to come be able to make the prouder boast that she won peace not war on the playing fields of the world.

4. Maintain a happy mental attitude.
5. Avoid candy, pie and ice cream. Eat hot soup and baked potatoes for lunch.
6. Be careful when near fire, steam, etc.
7. Look both ways before crossing street.
8. That milk, fruit and vegetables are best for vitamins.
9. You should keep clean because it makes you more healthy and better looking.
10. You should cover your face when coughing and sneezing.

Superintendent Wm. J. O'Shea, of New York has ordered that frankfurters and rich pasteries be eliminated from all school lunch counters in New York City. Contrary to the expectations, this has met with the almost unanimous approval of the student body.

Miss Bragg, Assitant Superintendent of Schools of Newton, Massachusetts, says every school room should have a mirror large enough to reflect the whole figure and low enough that each child may see himself and learn to improve his personal appearance. With the mirror goes morning inspection of hair and nails, of face and hands and the appearance generally.

Commissioner of Education John T. Tigert is urging the general adoption of the platoon school as the cure of overcrowding and as a means of giving an hour a day of physical education to every child in the public schools.

In Detroit now the whole system is on the platoon plan. In most of the larger cities, one or more schools are operated in this way.

Dr. H. Corry Mann, who has been conducting a four-years study in nutrition for the medical research council of England, found that a pint of milk a day added to a milk-free, but appetite satisfying diet for boys, increased the average annual gain in weight over 3 pounds, and the average increase in height three-fourths of an inch. The effect was proved to be due not to the relatively small fuel increase not to extra protein, but to more specific food qualities of the milk. There was accompanying improvement in general health and "spirit."

THE DISTRIBUTION OF SCHOOL CHILDREN IN MISSOURI ACCORDING TO THE ADULT POPULATION.

By Omar Caswell, Tarkio College, Tarkio, Mo.

TABLE I

Number of Adults (21 and over) to Each Child
(7 to 20 Years of Age Inclusive).

The table is to be read as follows:—For each school child, Ozark county has 1.244 adults; Reynolds, 1.268; and so on for each county.

1. Ozark	1.244
2. Reynolds	1.268
3. Carter	1.303
4. Dunklin	1.356
5. Douglass	1.368
6. Ripley	1.380
7. Shannon	1.393
8. Stone	1.416
9. Oregon	1.428
10. Stoddard	1.431
11. New Madrid	1.434
12. Camden	1.445
13. Perry	1.483
14. Wayne	1.485
15. Texas	1.487
16. Bollinger	1.491
17. Miller	1.493—
18. Taney	1.493+
19. Dent	1.494
20. Dallas	1.501
21. Iron	1.506
22. Wright	1.529
23. Maries	1.530
24. Madison	1.546
25. McDonald	1.554
26. Washington	1.556
27. Pemiscot	1.565
28. Butler	1.569
29. Pulaski	1.573
30. Osage	1.573
31. Scott	1.595
32. Howell	1.598
33. St. Francois	1.619
34. Crawford	1.629
35. Barry	1.636
36. Webster	1.643
37. Christian	1.647
38. Mississippi	1.652
39. Laclede	1.656
40. Newton	1.659
41. Ste. Genevieve	1.684
42. Benton	1.733
43. Phelps	1.804
44. Cape Girardeau	1.804
45. Mercer	1.820
46. Hickory	1.832
47. Morgan	1.838
48. Jefferson	1.842
49. Putnam	1.857
50. Polk	1.860
51. Dade	1.862
52. St. Clair	1.881
53. Lawrence	1.884
54. Cedar	1.888
55. Sullivan	1.903
56. Franklin	1.920

IT HAS long been recognized that the amount of wealth of the community is one factor that determines the ability of that community to support education. Comparatively recently Professor Clark of Indiana University has pointed out that the ratio of adults to the children of the community is another factor. In a bulletin entitled "The Effect of Population Upon Ability to Support Education" Professor Clark says, (page 3) "It is evident that if one working man has a family of four children, he cannot educate them as well as another man with an equal income who has two children. The same thing is true of communities." Since the publication of this bulletin the National Educational Association has issued one entitled "The Ability of the States to Support Education." In this a number of factors are pointed out. Among these is the ratio of the adult population to the number of school children.

In each of these bulletins it is shown that the children are not evenly distributed among the states according to the adult population. Upon investigation the writer finds that the children are very unequally distributed in Missouri. It has long been recognized that the rural families are larger than the urban. However, there is a wide difference between the different rural communities in this respect. Ozark, Reynolds, and Carter counties have about twice the proportion of children to the adults as Clark, Lewis, and Shelby counties. These six counties are strictly rural and do not have any towns with a population of 2500 and over. On the assumption that the schools in the last three named counties have the maximum number of pupils per teacher and per room, these counties would of necessity have to employ twice the number of teachers and equip twice the number of class rooms, if they had the same number of children according to the adult population as Ozark, Reynolds, and Carter counties. Under these conditions the cost of the schools in Clark, Lewis, and Shelby counties would be almost doubled.

The data for this investigation were taken from the United States census for 1920. In determining the ratio of the number of school children to the adult population the six-year old children were omitted because in the census report they are grouped with those "under seven years of age." Table I indicates the number of adults that are 21 and over to each child that is over six and under twenty-one. This table shows that Ozark county has the largest number of children to adult population and Jackson county has the fewest. For every 1000 children, Ozark county has 1244 adults while Jackson county has, for every 1000 children, 3284 adults. Worth and Gasconade counties have the median ratio. For each 100 children each has a fraction more than 192 adults.

57. Worth	1.926
58. Gasconade	1.929
59. Cooper	1.970
60. Chariton	1.998
61. Harrison	2.000
62. Barton	2.014
63. Adair	2.015
64. Holt	2.070
65. Moniteau	2.077
66. Atchison	2.083
67. Ray	2.084
68. Bates	2.104
69. Jasper	2.108
70. Schuyler	2.113
71. Henry	2.146
72. St. Louis Co.	2.146+
73. Knox	2.147
74. Ralls	2.148
75. Macon	2.152
76. Livingston	2.158
77. Gentry	2.168
78. Nodaway	2.175
79. Green	2.186
80. St. Charles	2.190
81. Platte	2.203
82. Montgomery	2.221
83. Daviess	2.222
84. Carroll	2.223
85. Saline	2.226
86. Lafayette	2.234
87. Grundy	2.241
88. Lincoln	2.242
89. Cass	2.251
90. Boone	2.253
91. Caldwell	2.254
92. Scotland	2.260
93. Andrew	2.261
94. Warren	2.265
95. DeKalb	2.275
96. Linn	2.277
97. Cole	2.281
98. Johnson	2.287
99. Vernon	2.289
100. Howard	2.322
101. Clark	2.335
102. Pettis	2.336
103. Clinton	2.373
104. Callaway	2.399
105. Monroe	2.410
106. Marion	2.417
107. Randolph	2.426
108. Audrain	2.428
109. Lewis	2.446
110. Shelby	2.504
111. Clay	2.504
112. Pike	2.582
113. Buchanan	2.683
114. Jackson	3.284

The counties that have the most children to the adult population lie for the most part in the southeastern part of the state. On the map these counties are more darkly shaded. The counties with the fewest children to the adult population are not shaded.

The cities also vary as much as the rural communities in regard to the ratio of children to the adult population. Boonville has practically twice the number of children to the adult population that Fulton has. Chaffee takes the lead in the number of children and Fulton has the least. For every 100 children

over six and under twenty-one Chaffee has 166 adults over twenty, and Fulton has 357. Clayton is the median city with 238 adults for every 100 children. For the most part the urban communities with the largest number of children to the adult population are in the southeastern part of the state. Table II gives the cities with the ratio of children to the adult population.

TABLE II

Number of Adults (21 and over) to Each Child (7 to 20 Years Inclusive) in the Cities of Missouri of 2500 and Over.

The table is to be read as follows:—For each school child, Chaffee has 1.664 adults; Bonne Terre 1.733; and so for each city.

1. Chaffee	1.664
2. Bonne Terre	1.733
3. Boonville	1.790
4. Eldon	1.800
5. Farmington	1.815
6. Fredericktown	1.877
7. De Soto	1.906
8. Kennett	1.909
9. West Plains	1.926
10. Festus	1.936
11. Dexter	1.940
12. Lebanon	1.957
13. Aurora	1.982
14. Poplar Bluff	2.016
15. Charleston	2.101
16. Caruthersville	2.114
17. Sikeston	2.123
18. Monett	2.129
19. Neosho	2.131
20. Webb City	2.134
21. Marcelline	2.140
22. Cape Girardeau	2.176
23. Richmond	2.221
24. Chillicothe	2.257
25. St. Charles	2.295
26. Kirkwood	2.313
27. Carthage	2.315
28. Washington	2.319
29. Webster Groves	2.358
30. Joplin	2.367
31. Higginsville	2.369
32. Clayton	2.386
33. Kirksville	2.451
34. Maplewood	2.469
35. Independence	2.472
36. Springfield	2.486
37. Nevada	2.489
38. Trenton	2.492
39. Columbia	2.511
40. Hannibal	2.562
41. Sedalia	2.584
42. Lexington	2.590
43. Clinton	2.591
44. Cameron	2.597
45. Slater	2.634
46. Jefferson City	2.651
47. Brookfield	2.699
48. Maryville	2.701
49. Marshall	2.726
50. Moberly	2.764
51. University City	2.830
52. St. Joseph	2.830
53. Mexico	2.843
54. Excelsior Springs	2.896
55. Butler	2.911

56. Warrensburg	2.941
57. St. Louis	2.955
58. Carrollton	2.992
59. Macon	3.028
60. Liberty	3.095
61. Louisiana	3.335
62. Kansas City	3.435
63. Fulton	3.576

Knox,	Cass,	DeKalb,
Ralls,	Boone,	Howard,
Gentry,	Caldwell,	Clark,
Platte,	Scotland,	Monroe,
Montgomery,	Andrew,	Lewis,
Daviess,	Warren,	Shelby,
Lincoln,		

While the rural section of the state as a whole has more children to adult population than the urban communities, there are many urban communities which have more children to the adults than some of the rural communities. Each of the first twenty urban communities listed in TABLE II has a larger number of children to the adult population than any one of the following nineteen rural counties:—

There are two cities, Boonville and Marceline, which have more children to the adult population than the rural part of the county in which each is located. The first twenty urban communities listed in TABLE II, which have the largest number of children to the adult population, are all south of the Missouri River and east of a line drawn from the western boundary of Cooper county to the point of intersection of the northern boundary of Jasper county with the Kansas state line.



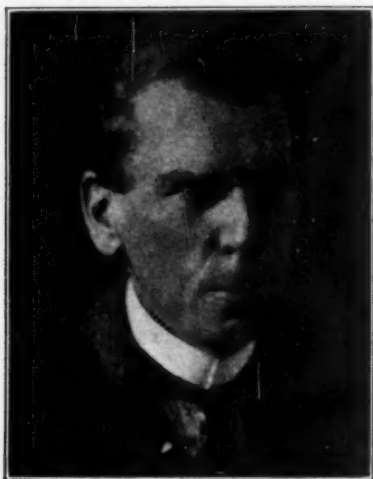
Map Showing Distribution of Adults for Each Child of School Age.

J. BRECKENRIDGE ELLIS.

President of the Missouri Writers Guild.

By Haidee Forsythe Burkhardt

THERE'S A THRILL in being able to say, "Yes, I had the good fortune to live on the same street in the same little Missouri town with J. Breckenridge Ellis for six years." Again I had the chance to spend an hour with Mr. Ellis and his mother in their home just a little while ago, and talked with them about some of the achievements and hopes of



J. Breckenridge Ellis

Mr. Breck. Although J. Breckenridge Ellis has not walked since he was eighteen months old, he gets around perfectly in his wheel chair. When I rang the door bell he ushered me into their living room at Ellisan, their home, where his frail little mother lay on a couch. As he must spend his time in a chair, so she, his constant mental companion, must lie down except for short intervals when she can bear the discomfort of sitting up. But their bodily ills seem to have intensified their minds' power, and one marvels at the scope of their interests.

As we talked about Mr. Ellis' literary work, of the number of things he had written, the mother's face beamed with a smile and she demanded of "Breckie" that he tell me this or that incident of his literary career.

Raising herself on her elbow, she exclaimed, "Tell her of the editor who

called you a boob when one of your books was published, Breckie."

Mr. Ellis laughed and admitted, "Oh, yes, I've had 'most everything said of my books from the best to the very worst." But he continued, "Writing seems to me to offer more possibilities than any other field of endeavor, because one always looks forward to the time when one is going to write a real big worth-while thing. No matter what your success has been, you still feel the biggest and best story is yet to be written."

Mr. Ellis hasn't always lived in Plattsburg—he was born on a farm near Hannibal, Missouri, but lived in St. Louis until he was eight years old, when the father, a promising attorney, decided that his two sons, especially the crippled one, would have a better chance to develop in a smaller community. So the family moved to Independence, Missouri, where the father had charge of a college. At eight years old there in Independence, Mr. Breck, as all Plattsburg know him, wrote the "Encyclopedia of the Bible" and his "Autobiography." He really printed them and each contained sixteen pages about the size of a railway time table. His mother remembers that his favorite playthings were either his chalk and blackboard or a paper and pencil, from the time he was a mere baby, and that he was constantly spelling out little stories from the time he could first print. But he toiled long and hard through fifteen years after he decided to write before his stories were accepted.

There are two pictures that stand out distinctly in the mother's mind as she thinks of Mr. Breck's childhood; one of his standing so straight and running about so happily at eighteen months, just a few days before he was stricken with spinal meningitis, whose ravages left him helpless from his hips down. This picture has been intensified in her mind because as a child he came to her so often with the request, "Tell me about the time when I could walk, Mama," and always added, "Could I really run like Perry?" The

other picture is of the time when he recited at Kindergarten a Christmas poem his father had written. Once when he was about three years old his mother said, "I called from the house several times, but though he sat on the steps directly under the window, he would not answer. At last I came to the window and asked why he did not answer me." He said, "Hush, Mama, don't you see the funeral procession goin' by?" The funeral procession was wholly imaginary, but he could see it as if it were actually in the yard.

Another time he couldn't leave the front steps because an Indian procession was marching up the street. He described the clothing, the feathers, the tomahawks—none of which anyone but himself could see. In countless incidents he gave evidences of an imaginative power which made shadows substance to him.

When Mr. Breck was ten years old the father bought Plattsburg College and moved his family there. For thirteen years he conducted the College and the family lived in the college building, which is now owned and used by the Plattsburg Chautauqua Association. This story is told of a cousin who happened to be visiting there one day who noticed a chicken with a broken leg hobbling about the yard. The cousin asked why they didn't kill the chicken. The two Ellis boys were horrified—"Kill anything just because it happened to be crippled? No indeed!" The chicken's leg was splinted, and they cared for it tenderly until it was well again.

It was here in this College that Mr. Breck received most of his schooling. He finished part of his college work the spring he was sixteen. That fall he taught a half day and studied the other half and in that way acquired an A. B., and later an A. M. degree.

Mr. Breck wrote his first novel at eleven years old—"Greenleaf's Revenge, or the Red Bandits," which was a blood and thunder story patterned after the books he and other boys had been trading and reading. Then followed a whole trunk full of those thrillers that he never attempted to have published, but wrote them and kept them as his own secrets.

Mr. Breck kept a diary as a boy and still keeps it, but in this diary on June

1, 1885, when he was fifteen years old, he records a transition in his ambition by this single statement: "I have decided to become a literary gentleman." From that time he began to write poems, essays, and articles for his own and other small town papers.

He wrote short stories and novels for eleven more years before the first one was accepted. Just when Mr. Breck's first books began to sell, his vision began to go. It seemed that Nature just had it in for him and that she was going to add to his handicap of not being able to walk, the still greater one of not being able to see. So he used his eyes more sparingly and sat for long hours with dark lensed glasses in a dark corner behind a screen. That did not save his sight and for a time he became almost totally blind. He says he remembers that he was about thirty-three or thirty-four years old when his eyesight was slipping away from him. With his indomitable spirit he undertook and mastered the Braille system. He read to his mother and for his own pleasure through the dark years and then, as his sight returned to him, he still used it part of the time to rest his eyes. He says he doesn't know how the blind use the system, but that he uses only the index finger of his right hand. In speaking of it, he said, "I read with it until it lost all feeling from numbness; then I stopped, exercised it a few minutes, then continued my reading."

Just before the World War Mr. Breck and his mother made a tour of Europe. "I know people thought we had taken leave of our senses," Mrs. Ellis laughingly explained to me when she told me of their trip. "I was able to sit up only a little while at a time and Breckie in his wheel chair." But they made the trip comfortably and happily, and found a world of interest in it because they had a world of knowledge of the history, customs, and languages of the countries they visited. The father had spoken seventeen languages; Mr. Breck had learned three, but what a wealth of culture he must have gained from his father's companionship! Then there is the wonderful library they have at home. He has one of the largest private libraries in the country. One is just amazed when he first sees the rows

and rows of books from floor to ceiling—twenty thousand volumes.

Mr. Breck used his knowledge of Braille to entertain himself and his mother on this trip while they were on ship board.

In the first eighteen years of Mr. Breck's writing, only two books were accepted and published. They were "In the Days of Jehu" and "King Saul," two biblical stories, written as fiction. In 1899 "Shem," a historical novel of Old Testament times, was the third to be accepted. But the publisher failed. Mr. Breck received only a dollar and forty-five cents for his work—and he says, "That dollar and forty-five cents was highly appreciated."

In the next three years—1900, 1901, and 1902—"The Dread and Fear of Kings," a romance; "Garcilosa," a Spanish story; "Holland Wolves" and "Adnah," historicals, and "Red Box Clew," a juvenile story appeared, the last three in 1902. "Red Box Clew" has been translated into Spanish. Then there was a special World's Fair edition of "Adnah" for the Jerusalem concession at St. Louis in 1904.

"The Stork's Nest," his first novel with a Missouri setting, came out in 1905. This novel was filmed in 1915. Mary Miles Minter, then a young girl, played the lead. Among Mr. Ellis' treasures are letters he received from her and an autographed picture of Mary.

For the next two years Mr. Breck had no books published, but to make up for that, in 1908 three books appeared; "Twin Stars," "Arkinsaw Cousins," and "Soul of a Serf." The last named book is used as a text book for supplementary reading in a number of schools, and it has passed through various editions. In 1911 "Something Else" was on the booksellers' shelves. Then came 1912—the year of years—bringing "Fran!"

"Fran" interviewed three publishers by mail and was returned to Mr. Ellis each time with the sad news that they could not use it. The fourth publisher kept it three months and he still had it when Mr. Breck decided to make the trip to New York—which is the avowed ambition of nearly every writer who ever wrote a line.

Mr. Breck isn't sure what sold "Fran"

to the publisher, but rather thinks his trip to New York may have done it. He called on a literary agent (a broker or middleman between writer and publisher). This particular agent was a woman.

"I never felt so small and insignificant in my life," Mr. Ellis said, in describing his meeting. "While my books had not been phenomenal sellers, they had been sold and read. But if I had harbored any ideas that I knew anything about writing, I was mistaken."

"I showed her a few pages of 'Fran.' I described the plot, and was informed that she believed it would go. Then she read the pages—I remember I had written 'He went down the street.' 'Why didn't you say, 'He walked down the street?' Did he walk?' she inquired. 'I don't know,' I honestly and innocently admitted. 'Well,' she said, 'you must know.' Imparting the information that she thought "Fran" was fair—that it might be made into a play—she charged Mr. Ellis ten dollars and requested to see the complete manuscript. Mr. Ellis asked the publisher for the manuscript and told him why. The publisher complied with his request, but with the stipulation, "Fran" belongs to me."

Mr. Ellis thinks probably the number "twelve" has had some part in the success of "Fran", which was his twelfth novel and published in 1912. It was the best, the biggest seller in 1912, selling over several hundred thousand copies. It was later sold to a film company and produced under the title, "The Love Hunger."

In all, Mr. Ellis has had thirteen novels, nine romances, one biography, two plays, six photoplays, two Ellisan year books, four travel stories, and five songs (both words and music) published, besides fifteen serial stories that are not yet in book form.

When one realizes that the "Historic Academique" of Paris searched Mr. Ellis out and awarded him the honor of being elected to a fellowship; that he has been chosen several times as president of the Missouri Writers' Guild; and that during the World War there was a triangle hut christened for him in France; then one must conclude that it is an honor indeed to know him in this little Missouri town.

He doesn't want pity and won't accept it. He says, "I am as happy as anyone who ever lived. I get more calm satisfaction out of life and enjoy every day

as much or more than anyone I ever knew. Don't feel sorry for me because I can't walk. I don't expect to walk any more than you expect to fly!"

A CHARACTER BUILDING PROGRAM

(Continued from Page 18)

two representatives to meet with the faculty to decide which class should qualify under the above points for winner for the quarter. At this meeting the above points were discussed. Following the discussion each pupil and teacher was given a ballot which he signed and voted as he saw fit concerning the various points. Thus the majority would indicate the winning class for the quarter.

The school gave a button with the high school letter and colors embossed upon it to all those pupils who had lived up to their class standards and in addition had made the honor roll for the quarter. These were chosen by the committee of the faculty and students previously mentioned. An average grade of "S" represents the mark of attainment for the honor roll.

The joint committee chose the best virtues from the various class standards and they were adopted as the standards of the school. They represent the following points:

MENTAL

Originality
Ambition
Initiative
Confidence

MORAL

Honor
Love
Sincerity
Courage

SOCIAL

Loyalty
Dependability
Service
Courtesy

PHYSICAL

Health
Chastity
Temperance
Cleanliness

In addition the school presented a large banner done in felt in the school colors with the above standards lettered upon it, which was placed in the school auditorium.

As a result there has been much competition between the classes each endeavoring to do the most possible toward leading and doing the most for the school. One assembly period a week has been omitted and in its place the classes hold weekly meetings. At these meetings members of the classes who by their work or misconduct are holding the class back are discussed as well as plans for constructive programs within the class, assembly programs, activities, and stunts.

The method employed last year is again being used toward the end of furnishing an incentive toward well-rounded girl-hood and boy-hood, namely, that the various lodges and clubs of the community are sponsoring each class and are furnishing cash prizes for first, second, and third places for those students who have proved to be the best all-round girls and boys in their classes—mentally, morally, physically, and socially. These organizations also entertain the classes and take an interest in their activities.

The value of this program can be readily seen in the numerous worthy results. Demands have been made by the pupils that violators line up with their standards. Many difficult problems have been solved and more class spirit, school spirit, and enthusiasm has been generated. Another value is also being realized in that the ministers of the different churches and the various organizations of the community are working with the school and at the same time spreading these ideals generally which should tend toward raising the standards of the whole community.

ITEMS of INTEREST

Shall We Standardize Our Measures?

A joint resolution is now before Congress which, if it passes, will by 1935 standardize quantity units for general use in merchandizing. The yard will be standardized as the meter, the quart as the liter and the pound as 500 grams decimally divided.

This measure is sponsored by the Metric Association and its adoption urged on the ground of general convenience, its conformity to our currency system, and the simplifying of commerce with foreign countries most of whom use the metric system.

LEBANON PUBLIC SCHOOLS

ROSCOE V. CRAMER, Superintendent

LEBANON, MISSOURI

October 14, 1926.

Roach-Fowler Company,

Kansas City, Missouri.

Dear Sirs:

After the establishment of our junior high school I found that one of my problems was reference material in the study room. The large encyclopedia was too difficult for the pupils, especially those in the seventh, eighth and ninth grades. It was not possible from a financial viewpoint to furnish this reference material by purchasing a large number of library books. In the solution of this problem my teachers and I made a study of reference material which would function in the junior high school. Through experiments with the use of a number of reference material sources, our conclusion was that **THE WORLD BOOK** meets our needs. Of all the reference books which we tried **THE WORLD BOOK** was the only one from which the information came back to the recitation period. **THE WORLD BOOK** works nicely in our course of study and the pupils enjoy preparing lessons from it.

Sincerely yours,
ROSCOE V. CRAMER.

SUMMARY OF FINDINGS OF THE MINNESOTA STUDY OF ENGLISH TEACHERS PREPARATION.

1. About one-third of the English teachers had majored in a subject other than English while in college.
2. Only about one-fourth have done any graduate work.
3. Practically all the teachers belong to the Minnesota Education Association; only 13% belong to the National Council.
4. Almost nothing in the way of published work either educational or literary has been produced by these teachers.
5. Teachers are reading on an average seven hours a week outside of school preparation. The quality of their reported recent reading is high both for books and periodicals.
6. Over one-third do not subscribe to any literary or current events magazine; about two-thirds do not subscribe to any educational magazine.
7. The average teacher has read less than one-fourth of the books on the state high-school reading list for 9th and 10th

grades, and less than one-fifth of the books for 11th and 12th grades.

8. Teachers evidence a marked desire for a course in grammar in college. Their recommendation of Chaucer and Milton are infrequent.
9. Students at the University of Minnesota are being overtrained in the early American writers and undertrained in the later ones.
10. Teachers feel over trained in the older British writers and undertrained in modern ones, especially American writers.
11. Teachers are overtrained in formal characterizations of authors and types, but undertrained in actually discriminating between good and poor literature; overtrained in formal types of composition but undertrained in letter-writing.
12. They need methods, courses in teaching and directing activities.
13. Teachers are giving far too little attention to oral work compared with literature and written work. About 10% of them never had a public-speaking course.

Rewey Belle Inglis

ADMINISTRATIVE ASSOCIATION PROCEEDINGS BEING PUBLISHED.

The Proceedings of the 13th Annual Meeting of the Missouri School Administrative Association is the title of a bulletin now being published by the University of Missouri. This bulletin will be mailed to all members of the Association and to all superintendents and school board presidents in Missouri on or about January 1, 1927. In addition the bulletin will be mailed to the presidents and educational faculties of the State Teachers Colleges and the various junior and senior colleges.

The bulletin includes a list of the membership of the organization and the officers for the year 1926-27. It will also contain complete stenographic records of the addresses by Prof. Stuart A. Courtis of the Detroit Public Schools and the University of Michigan; Professor E. E. Lewis now of the Ohio State University, formerly Superintendent of Schools at Flint, Michigan; Professor R. M. Tryon of the University of Chicago and Walter D. Cocking, Director of Curriculum Research in the St. Louis Public Schools.

The bulletin contains about 200 pages. The addresses of Dr. Courtis deal with the philosophy and practice of school supervision and with the individualization of instruction. Those of Dr. Lewis will be of particular interest to school board members as well as superintendents of schools since they deal with such problems as the selection of teachers, the care of school buildings, janitorial services, school building problems, and the like. Prof. Tryon's lecture outlines his conception of a complete curriculum in the social studies from the first grade through the twelfth. Mr. Cocking's discussion deals with an explanation of the procedure now being used in the St. Louis public school system to reorganize the curriculum in the field of social studies.

Persons not included in the mailing list indicated above may secure a copy of this report by writing the University of Missouri Publisher, Columbia, Missouri.

The Southeast Missouri Teachers College is finishing its new field house and expects to have it ready for use soon. It will provide a playing field 60x90 and will seat 1000 spectators in the permanent seats and provide emergency seating for 1000 additional. Under the seating space dressing rooms and baths are provided. One room is to be a kitchen for banquet service, others will serve as living quarters for the caretaker.

Mr. Leeson, for ten years head of the Biology Department in the Teachers College at Maryville, died in his home in that city on Dec. 2nd. Mr. Leeson was a graduate of Albion College, and obtained his master's degree from the University of Michigan. He was prominent in community activities and a contributor to all civic improvement enterprises of Maryville and Nodaway County.

NATIONAL MUSIC WEEK

The National Music Week Committee suggests that plans be made for the observation of National Music Week on May 1-7, 1927. The purpose of this movement is indicated by the slogans of the Committee "Give more thought to music" and "Music for everybody—everybody for music". One of the strongest links in the chain of local music is the participation and contribution of the local school.

This week may serve as an entering wedge to a greater use of music in the schools and a larger support and demand for it from the public. Missouri is musical, but only in spots. Bethany is furnishing a fine example of what the schools can do for music and what music can do for the schools. Edgerton and Smithville employ a teacher jointly as do Higginsville and a nearby town. This arrangement, together with the opportunity that it gives the music teacher to supplement his salary with private lessons brings the expense down to a very low figure. There's no good reason why nearly every community in Missouri cannot support music education to some extent at least. Is there another field of education in which a given amount of money wisely expended can bring so large a return in life satisfactions? Music week can be a means of bringing about a greater appreciation of the possibilities of music in your school.

POPULAR BOOKMAN PROMOTED

W. H. Hailey who for several years has been the Missouri Sales Manager for the Roach-Fowler Publishing Company, distributors of "The World Book", has become a member of the firm and will work in a larger field than previously. In the new organization Mr. Hailey will have the management of school sales in Missouri, Arkansas, Oklahoma, Texas, Kansas, Colorado, Nebraska, and South Dakota. Mr. Hailey is, perhaps, the most popular salesman of subscription books who is generally known to Missouri school people. His popularity is accounted for not alone by the high character of the books he sells but in large part by his straight-forward wholesome methods of salesmanship. Mr. Hailey's success in his field demonstrates that questionable tactics and high pressure methods are not essentially a part of good business in his field.

A VIRGINIA COUNTY HONORS TEACHERS

Thirty-eight teachers and school officers who had been in service for twenty-five years or more in Albemarle County, Virginia, were recently honored for their services by having presented to them certificates setting forth such service. The ceremonies were held in the University of Virginia under the direction of County Superintendent A. L. Bennett and the County Board of Education. C. J. Heatwole, Editor of "The Virginia Journal of Education" commenting on the event says, "The best evidence of a truly professional spirit among a group of workers is the fact that they stop now and then to do honor to their fellows who make an outstanding record."

WHO ARE THE WORLD'S GREATEST HEROES

Who are the twelve figures of human history most worthy to be remembered because of nobility of character, fearless and self-sacrificing devotion to a great cause, and constructive work for humanity of a permanent character?

Probably no one lives who is well enough informed or wise enough to answer this question. The opinions of three hundred thousand students in nearly two hundred high schools in the United States of America and more than three hundred and fifty schools of comparable grade in thirty other countries of the world have expressed opinions on this question and these expressions are summarized in a beautiful two colored calendar of thirteen sheets published by the World Hero Calendar Department of the National Council for the Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C.

This calendar gives the portraits of the twelve heroes selected by the Committee of Award in an essay contest together with the winning essays. The heroes are, Louis Pasteur, Abraham Lincoln, Christopher Columbus, George Washington, Benjamin Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, Johann Gutenberg, David Livingstone, and George Stephenson.

The essay on Florence Nightingale was written by a Porto Rican student, the one on Socrates by a French student, the one on Gutenberg by a Swiss student, the one of David Livingstone by a student in the Pretoria School of South Africa and the one on George Stephenson by a Bulgarian student. The others were written by Americans.

Each of these students was awarded \$100 as a prize for being one of the winners in the contest.

Single copies of the calendar may be had for fifty cents, three copies or multiples of three may be had at the rate of three for one-dollar by sending these amounts to the National Conference for the Prevention of War at the above address.

AN ESSAY CONTEST

The American School Citizenship League announces the world essay contest for 1926-27 which is open to students of all countries. Two sets of prizes known as the Seabury prizes are offered for the best essay on either of the following subjects: "The Teacher as an Agent of International Goodwill," open to students in normal schools and teachers colleges, and "How the Youth of the World can Promote International Goodwill," open to seniors in secondary schools.

Prizes of \$75, \$50, and \$25 will be given for the three best essays in each set.

The contest which will close June 1, 1927 is in charge of Dr. Fern Andrews, 405 Marlborough Street, Boston 17, Mass. Information regarding the details of the contest may be secured by addressing a letter to her.

MARYVILLE CARRYING ON INTERESTING EXPERIMENT.

The project in Rural Supervision under the auspices of the Northwest Missouri State Teacher's College and directed by an advisory board composed of Homer T. Phillips, Elizabeth White, and Leslie G. Somerville is now well under way.

The administration and selection of the schools was directed by County Superintendent Leslie G. Somerville, and all of these schools are under the supervision of Elizabeth White.

This is the first project of its kind to be conducted in the United States.

The County Superintendent and the supervisor have personally conducted the giving of all mental and achievement tests and the supervisor has graded all the Intelligence Tests.

The Pitner-Cunningham and National Intelligence Tests were used to determine mental ability, and the Stanford Achievement Tests were used to measure the educational standing of the children.

In the forty schools where tests were given, twenty have been selected for closer supervision. These schools were selected on the following basis:

Number of children

Equivalence of schools in

1. Qualifications and professional training of teachers.
2. Salary and experience of teacher.
3. Type of school.
4. Accessibility of school.
5. Classification of school.
6. Number of children tested.
7. Ability of children as indicated by the tests.
8. Co-operative spirit of community.

Many difficulties have confronted this work

All mental tests have been graded and results recorded, and most of the achievement tests are also graded.

such as rain, snow, ice and sleet, bad roads, two teachers meetings, office work, and the misfortune of Miss White in getting her ankle broken. She has gone on crutches and kept up the work of testing and grading for over four weeks. In spite of all the difficulties the task of giving the tests has been completed, and the work in supervision has begun.

Today the teachers of the twenty schools hold meetings at the court house, where they receive instructions for and discuss their work.

The 1926 Sagamore, the year book of the Southeast Missouri State Teachers College at Cape Girardeau has received rating as an all-American year book by the Central Inter-scholastic Press Association, which rating entitles it to enter the cup contest sponsored by this Association. The other Missouri college annual receiving this rating is "The Tattler" published by William Jewell College.

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You have accepted the power of living music. Accepted its beauty, its psychology, its infinite advantage over printed texts of strange bars and clefs when the child-mind is not yet ready for bars and clefs. Now—the very records you need for your day-by-day work are all Orthophonic. Pure of sound! Rhythms, Mother Goose songs, fragments of melody of the masters, *livingly* reproduced for those very small listeners as is Dvořák's *New World Symphony* for world critics!

Here is music the child can love and understand. Simple, tone-pure! C. A.

Fullerton, head of Department of Music at State Teacher's College, Cedar Falls, Iowa, in a daily program for your help, uses these Victor Orthophonic Records exclusively. This program is now an accepted guide in rural schools. Our book, "Music Appreciation with the Victrola for Children," is the standard course for the elementary grades. The illustrating records are all being remade Orthophonically. Tear out this partial list of the Victor Orthophonic Records for your pupils—and fold it in your purse, to ask for these records in any store selling Victor products.

Primary Songs

Frog and Mouse (2) *The Tailor and the Mouse* (3) *The Frog He Would a-Wooing Go*. GREEN.
Bow-Wow (2) *Song of the Cricket* (3) *Good Morning* (4) *A True Story* (5) *My Pony*. GREEN.

No. 19830, 75c

The Fiddle Song (2) *Dancing Song* (3) *The Bee* (4) *The Clock* (5) *Who Has Seen the Wind*. GREEN.

My Old Dan (2) *Honk! Honk!* (3) *Cradle Song* (4) *Soldier Boys* (5) *Wing Foo* (6) *The Zoo*. GREEN.

No. 19831, 75c

Melodies and Instrumental Combinations for Children

Rock-a-Bye, Baby Violin. *Sweet and Low* (Barnby) Violin. *Lullaby* (Brahms) Viola. *Adeste Fideles* (Portugal) Bells. *First Nowell* Trombone Solo. *Nazareth*.

No. 20174, 75c

Waltz (Brahms) Two Clarinets and Piano. *Light Cavalry Over-*

ture (von Suppé) Two Cornets and Piano. *Serenata* (Moszkowski) Violin and Piano. *Tarantella* (Mendelssohn) Flute, Clarinet and Piano. *Cradle Song* (Schubert) 'Cello and Piano. *Adantino* (Thomas) Oboe and Piano. *Evening Bells* (Kullak) Celesta and Bells. *Elfin Dance* (Grieg) Flute and Piano.

No. 20079, 75c

Serenade (d'Ambrosio) Oboe. *Valse Brillante Op 34, No. 2* (Chopin) Viola and Violin. *Nocturne* (Chopin) Clarinet and Flute. *Waltzing Doll* (Poldini) Celeste Solo. *Canzonetta* (Mendelssohn) String Quartet. *Waltzer* (Hummel) Piano Duet. *A Pleasant Way* (Kullak) Woodwind Quintet. No. 20161, 75c

Rhythms

Of a Tailor and a Bear (MacDowell) (2) *The Wild Horseman* (Schumann) VICTOR ORCHESTRA. *Spinning Song* (Kullak) (2) *The Little Hunters*. VICTOR ORCHESTRA.

No. 20153, 75c

Run, Run, Run (Concone) (2) *Jumping* (Gurlitt) (3) *Running Game* (Gurlitt) (4) *Air de Ballet* (Jadassohn). *Waltz No. 1* (Brahms) (2) *Waltz No. 2* (Brahms) (3) *Waltz No. 3* (Brahms) VICTOR ORCHESTRA.

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Gavotte (Beethoven) KREISLER. *Menuet* (Bach) KREISLER.

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Glow Worm — Idyll (Lincke) VICTOR SALON ORCHESTRA.

No. 19758, 75c

To a Water-Lily (MacDowell) *To a Wild Rose* (MacDowell) CHICAGO SYMPHONY ORCHESTRA.

No. 1152, \$1.50

Humoresque (Dvořák) VENETIAN TRIO. *Berceuse from "Jocelyn"* (Godard) VENETIAN TRIO.

No. 20130, 75c

Le Cygne (Saint-Saëns) CASALS. *Moment Musical* (Schubert) CASALS.

No. 1143, \$1.50

The Educational Department

VICTOR TALKING MACHINE CO.



CAMDEN, NEW JERSEY, U. S. A.

Hamilton school has displaced its Literary Societies by the organization of several clubs among which are a glee club, a dramatic club, and a home economics club.

Three County Superintendents were elected to other offices in their respective counties at the November election. Phillip J. Fowler of Adair county was elected representative of the county in the State Legislature. Fred E. Roach of Buchanan county was elected to the office of county clerk, and Charles G. Ross of Pemiscot won the office of county collector.

From J. W. Thalman

THE SCHOOL AND COMMUNITY acknowledges receipt of a beautiful brochure announcing the opening of a new gymnasium for the Waukegan Township High Schools of Illinois. J. W. Thalman, formerly of St. Joseph, is the superintendent of these schools. The brochure contains pictures, and a full description of the building. The playing floor is 100x70. The bleachers provide comfortable seating space for about 2000 and 1200 more may be seated. This is evidence that Thalman is carrying on in the "same old way."

CAPE GIRARDEAU TO GIVE THIRD SHORT COURSE FOR COUNTY SUPERINTENDENTS

Beginning January 31st and extending to February 12th the Southeast Missouri State Teachers College at Cape Girardeau will give its third short course especially designed to meet the needs of county superintendents. The first course given in 1924 centered around the general subject of rural school supervision. The second course had rural sociology as the core of its offering, and this course will be on the organization and administration of boys' and girls' clubs in rural schools.

It will be comprised of three distinct features; part one, a prescribed course in reading to be completed before the beginning of the course. The text for this reading will be Brim's "Rural Education." Part two will be lectures, discussions, and demonstrations with assigned reading while in residence. Regular faculty members and state directors of boys' and girls' clubs will present various phases of boy's and girls' club work. Part three will include a field project to be completed by May 25th. Each county superintendent will be asked to outline and present specific plans for county club project. the organization and administration of a county club project.

In addition to six local professors and two state directors of club work from Missouri University. Miss Bengston, a former county superintendent who is completing her Ph. D. degree in Teachers College, New York, will assist in giving this county superintendents' course.

Six weeks before the course opened, sixteen county superintendents had signified their intention of taking advantage of this opportunity offered by Cape Girardeau Teachers College.

Stephen LaMar, coach of the Princeton High School football team has thirty-two victories out of thirty-seven games to his credit in the past four years. Mr. LaMar has recently organized a boys' glee club, the first organization of this kind that the school has had.

BUSINESS GETTING BETTER

John H. Sherman, Dean of Business Administration in Lake Forest College, in the December number of the Kiwanis Magazine discusses the growth of Business Departments in colleges as marking a new era in business. This new era is apparent, he says, when we inspect the courses offered and compare them as to their popularity. More attention is given to labor problems than to accounting, money and banking and salesmanagement combined. Social ethics enjoys a greater popularity than both marketing and money and banking and sociology rank higher in popular appeal among young men preparing for business careers than does any one of a dozen other courses.

Mr. Sherman interprets his study as showing that the ideals long held by the world's greatest religions are beginning to shape the policies of business, that the ethics of the learned professions are percolating into the realm of business, that services to humanity in the field of commerce is being emphasized more than the mere making of money and that the days of "business is business" and "the devil take the hindmost" are soon to be forever past.

THE YATESONIAN

It would do all wide awake teachers good to see the Christmas number of the Yatesonian published by the pupils of the W. W. Yates School of Kansas City. It is a twelve page, regular magazine size publication done on a duplicator, representing so small an outlay of money that any school might afford the necessary equipment. This particular issue has four pages done in two colors. Its pictures made by elementary pupils are of both the artistic and comic variety. Many individuals have contributed in one way or another to its contents. To the children it is a real project that will find a place in their school mementoes and the making of it has established habits that mean better character and worthier life. The Yatesonian is now running its 16th volume. The Yates School is a school for Negroes and is directed by Joe E. Herriford, Principal.

EXPLOSION AND FIRE AT MARYVILLE

An explosion of unknown origin in the chemical laboratory of the Northwest Missouri State Teachers College at Maryville wrecked the laboratory and started a fire on the evening of November 15th at 6:30 o'clock. The explosion was heard by many but the fire was not discovered until nearly an hour later. The total damage is about \$10,000, the building sustaining about \$7,000 and the laboratory about \$3,000. No insurance was carried.



NEW BOOKS

THE SOURCE BOOK, Perpetual Loose-Leaf Extension Service, combined with a source bureau of research.

The publishers of this set of reference books agree to give the ten volume set of books, the perpetual loose leaf service, issued semi-annually, a subscription to the Source Bureau of Research for ten years and twelve monthly Project Service Bulletins all for \$69.50.

The set of books, ten in number, besides the binder for the loose leaves, contains 5,000 pages. They are well bound, printed on good paper and with clear readable type. A casual examination of the contents indicates that the material is well balanced, authentic, accurate and down to date.

Samples of the Loose Leaf Services meet with expectations in this feature.

Testimonials and duplicate information sheets illustrating the service of the Source Bureau of Research indicate that those who use this feature have been extremely well served and are highly pleased.

The Project Service Bulletins might be of service to teachers and no doubt offer a very strong talking point for the salesman. But like most projects made to order they will fit few schools and will probably be used by few.

THE SUPERVISION OF INSTRUCTION, A

General Volume, by A. S. Barr and Wm. H. Burton. Pages 626 plus XIV. Published by D. Appleton and Company.

A comprehensive presentation of the principles, problems and procedure of supervision. A book useful to superintendents, principals, supervisors, and teachers and for classes studying supervision.

A PET READER, by Edith W. Lawson. Pages 160. Published by the Beckley-Cardy Company. Price 70-cents.

This is a primary reader for second or third grade reading. Built on a theme universally interesting to children, with a familiar vocabulary, fresh and appealing material, it will doubtless prove to be a very popular supplementary reader.

MUSIC APPRECIATION READERS, Book One and Book Two, by Hazel Gertrude Kinsella, Illustrations by Ruth Mary Hallock. Published by The University Publishing Co.

This series is a new departure in the teaching of music appreciation with reading. The material is such as might be found in the ordinary readers for the first and second grades, charming nature songs, folk songs, rhymes, etc. In these books however, reading helps music appreciation and doubtless the music feature will help reading as much. The distinctive feature of these books are their definite correlation with musical records. Victor records that fit the subject matter are indicated for the various lessons. One cannot imagine a plan that will make the teaching of reading and music fit each other better, or make the process a happier one.

AFTER TESTING, WHAT? By Hobart M. Corning, Superintendent of Schools, Trinidad, Colorado. Pages 224. Price \$1.60. Published by Scott, Foresman, and Company.

Various plans for adapting the rate of instruction to pupil needs have recently received attention—notably the Winnetka Plan, the Dalton Plan, and the Contract System.

Teach Agriculture Easier—Better.

When YOU grow dissatisfied with your class in Agriculture REMEMBER—there is a teaching service at your command that will put life and interest in the course, increase its practical value—reduce by half the teacher's work.

This service is used in many hundreds of Missouri schools—from the tiny hamlets and rural districts to the Teacher's Colleges and the State College of Agriculture. This service is available to YOU at small cost—a postal will bring you full information.

You are certain to use this service eventually—why not investigate now.

UNIVERSITY SCHOOL SUPPLY Co.

Columbia, Mo.

The Trinidad Plan, described by Superintendent Corning differs from all these. It provides differentiated curricula for pupils on different levels. Thus, instead of all the fifth-grade pupils in Trinidad pursuing the same course of study at varying rates of speed, the Trinidad Plan provided three ability groups into which the pupils have been divided.

Mr. Corning makes a simple, concise state-

ment of the actual steps used to change a regulation "poured in a mold" system into a three-track organization, with tests as the basis. Superintendent Corning believes that after testing there should be a sound application of their meaning to instruction and organization.

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To Missouri Teachers:

Greetings from Colorado.

Many educators who will attend the N. E. A. at Seattle next July 1 to 8 will want to add to their western trip that marvelous "Inside Cruise" thru Alaskan waters.

Colorado members have already engaged the S. S. Dorothy Alexander for this purpose. They cordially invite a limited number from Missouri to share these accommodations on this splendid steamship and will welcome them on their special train out of Denver visiting Glacier and Rainier National Parks en route.

Tentative reservations should be made at once. For details write:

H. V. Kepner, Principal West High School, Denver, Colorado.



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AMERICAN COLLEGE BUREAU, Chicago Temple, Chicago. College work only.

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The above organizations, under the direction of E. E. Olp, 28 E. Jackson Blvd., Chicago, comprise the largest teacher agency work in the United States under one management.

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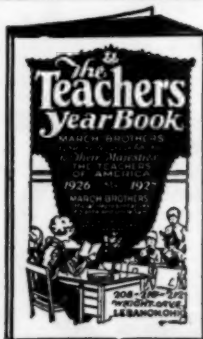
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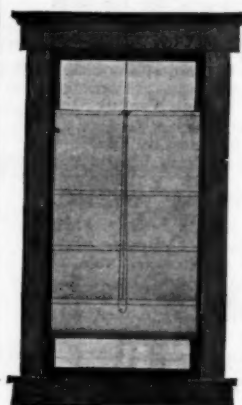
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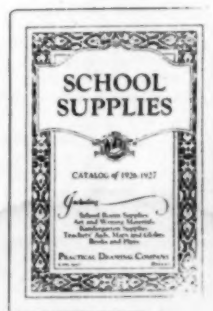
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